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ABSTRACT

Designed to further the professional growth of library media specialists, this plan is the initial step in the development of statewide continuing education programs. Following definitional, introductory, and background material are separate sections on program organization and administration, needs assessment, roles-responsibilities-resources, communication, recognition, and evaluation. Each section is developed in a format of goals, objectives, recommended actions, responsibilities, and rationale. Appendices provide a glossary of terms, a letter to establish an advisory committee, a table of state requirements for professional continuing education, and a dissemination plan. There is a selected bibliography of 26 titles. (RAA)

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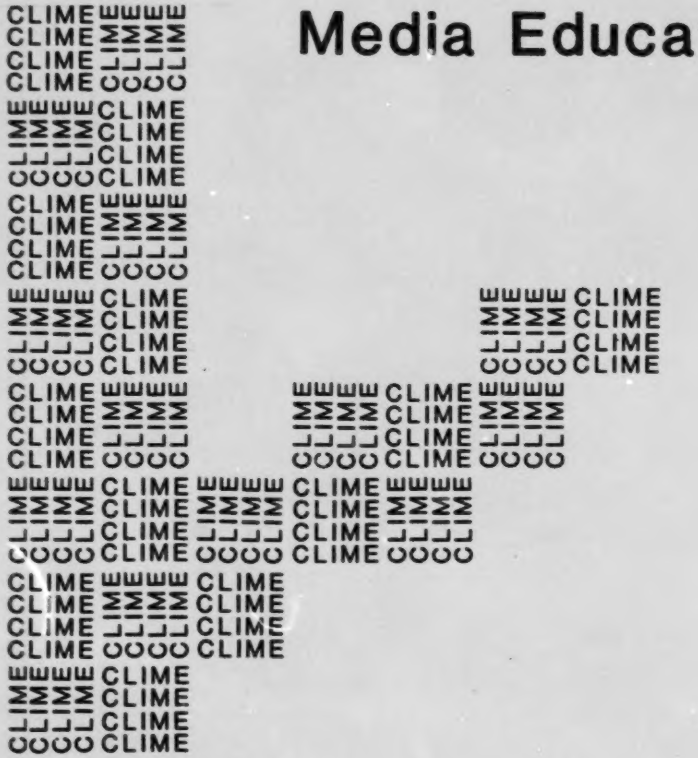

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Official Report Prepared by the Continuing Library Information Media Education Advisory Committee

Compiled by Sabra M. Stockey

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OCT 14 1980

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FOREWORD

The Indiana State Library is grateful to the members of the Continuing Library Information Media Education Advisory Committee for their sustained effort and enthusiasm in developing a statewide coordinated plan of continuing education for those involved in providing library information media service in Indiana. The Plan that they have drafted is intended to produce real and positive change in the area of continuing library information media education. However, the Plan is not "chiseled in stone", and it will be reviewed, updated, and hopefully improved each year.

Through area meetings and publicity in Indiana library information media publications, those affected will have the opportunity to provide input to the CLIME Plan. Broad-based participation will be necessary if this plan, in fact, is to achieved meaningful implementation and results. Although this plan will be distributed widely, it is not possible for every individual involved in Indiana library service to receive a copy. For this reason, please share your copy with your colleagues and other interested persons. Thank you.

Charles Ray Ewick

Charles Ray Ewick
State Librarian

FOREWORD

The support of the library community for continuing education activities in our State has demonstrated a long standing commitment to the continued growth and professionalism of library employees. Historically, in special, academic, public and school libraries, resources have been provided for in-service training and continuing education opportunities. Unique requirements of individuals in all types of libraries necessitate various approaches to continuing education. In the case of school media specialists the professionalization of the teachers licence constitute a strong element of continuing education. Recently more effort has been given to the coordination of the various methods and activities used by the total library community for professional growth.

In an effort to expedite this coordination, two state agencies supported the creation of the Continuing Library Information Media Education Advisory Committee to examine the status of continuing education and to develop a functional plan.

The committee members are to be commended for their diligence in surveying the existing continuing education programs and completion of the plan. Sabra Stockey, from the Indiana State Library, and Jacqueline Morris from the Indiana Department of Public Instruction deserve special recognition for their relentless commitment to the plan.

Responsibility for determining the merit of the plan and for actualizing its workable components now rests with the library information media community.

Phyllis M. Land

Phyllis M. Land
Director
Division of Instructional Media

PREFACE

In the Spring of 1979 when the proposed committee on continuing library information media education met at the Indiana State Library, few of those invited knew much about the goals or the possibilities of continuing library education. Several came with trepidation; some felt that the idea of coordinated continuing education for library and media specialists within Indiana was too idealistic. Few left that first meeting with any certainty that an Indiana plan for continuing library education could be drafted by this committee.

Yet, by the end of that first meeting several positive commitments had been made. Representatives from the major Indiana state universities had begun to consider the importance of planning and coordinating continuing education activities among the schools, and librarians active in the areas of schools, public libraries, and the academic library had met and voiced concern that a practical plan should be drafted. Before adjourning on that icy day the group had appointed me Chairperson. Had any one of these new committee members realized the number of hours they would spend in subcommittee and full committee meetings, the work might never have been accomplished. Even the Indiana steering group of Robert Bonner (ILA-ILTA), Jacqueline Morris (Department of Public Instruction), and Sabra Stockey (Indiana State Library) were not truly attuned to the work and time that would be involved before an initial plan could be completed.

As I sit at my desk and look at the CLIME Plan folder which now stands six inches tall, I realize that it was probably just as well. As a group we knew several things which inevitably are reflected in this plan.

Sharon Wiseman was appointed to the committee as an ALSA representative. In no time Sharon became concerned over the plan's need to verify statistics and to react to human needs. She urged that statements be objective, and that continuing education activities reflect real needs of Indiana library and information/media center practitioners. She offered her time unselfishly as did her husband, Dan Wiseman. Although Dan was not able to attend all sessions, his abilities gained from his position within the Consortium for Human Resources, Inc., and his continuous objectivity in his evaluations of the committee's proposals were invaluable.

Three other people immediately began to work diligently on the plan's early drafts. Sabra Stockey was constantly the group's spearhead and resource person. From the beginning Sabra was determined that Indiana should have a solid CLIME Plan which was articulate and to the point. She never missed a meeting, and it's unlikely that the committee would have survived had she been absent. But Sabra was not present simply as a representative of the Indiana State Library. She was not planning the role of the state library; she was searching for a model first plan, worth copying in other states.

Equally important in these beginning stages was Dr. Larry Reck from Indiana State University and Jacqueline Morris from the Department of Public Instruction. When Larry joined our group in its second session, he immediately took hold of the writing practicalities. Larry seemed to know what he thought should be in the plan and began to work on it. He agreed to devote weekends meeting with Sabra and Sharon. Jacie also devoted an extensive amount of time meeting with this group.

These people were the catalyst for the work. But they were not the committee. Each member, in one way or another, was irreplaceable. Every person sat through long meetings arguing changes or adoptions with professional integrity; all remained objective in their discussion and were willing to be swayed by the logical arguments of their colleagues. Everyone was congenial and willing to share in the work. All agreed to serve on writing and organizing subcommittees which would meet for a lengthy all day session before the next meeting of the whole group. Some members, such as Howard Uhrig, took on a major research project designed to help write the plan.

This plan, finally proposed, is a group effort. All the people involved worked to write a cohesive plan that would work in Indiana. It is tempered with the dependable attitudes of practitioners like Edward N. Howard, Catherine Gibson, Alice Wert and Jacqueline Morris. One of our goals was to encourage professional cooperation between the universities. Already Professor Rosamond Wetmore of Ball State University and Associate Dean George Whitbeck of Indiana University have published positive articles about the committee's goals. This activity is certain to continue.

Now, as Chairperson I can pass this plan on to you. Its real impact depends upon the people in the field in Indiana. It will be as good or as bad of an initial step as you choose to make. It is not a finished plan but is the beginning of an important actitity necessary to keep Indiana library information media services vital and accountable.

Jill P. May

Jill P. May
Chairperson
CLIME Advisory Committee

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CONTINUING EDUCATION DEFINITION

"Continuing Education--Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Learning experiences designated as continuing education are those designed primarily to increase the competence of practitioners performing roles responsibly in the profession in order to provide: 1) quality library/media/information services to all residents of the nation; and 2) enrichment of library/media/information careers.

Continuing education implies a concept of life-long learning as a critical necessity in meeting challenges growing out of an era of highly accelerated change. It includes those learning opportunities utilized by individuals which:

1. keep them abreast of new concepts, knowledge, and skills both within the field and within related relevant disciplines;
2. update their basic education;
3. refresh them in various aspects of their basic education;
4. prepare them for changes in personal career lines by providing opportunity for diversification to perform new roles within the profession;
5. enable them to master new conceptions of the profession itself as its membership seeks to discharge effectively the social role imposed on it.

Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of information science schools.

Continuing education is a generic term which includes staff development as one of its elements. Similarly, in-service training and orientation are subsets under staff development. Whereas continuing education takes as its base the individual, staff development uses as its base the development of the group as it relates to the total organization system." 1

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[1] Elizabeth W. Stone, Eileen Sheahan, and Katherine J. Harig, Model Continuing Education Recognition System in Library and Information Science Including Provision for Nontraditional Studies and Development of a Prototype Home Study Program, 2 vols. (Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Office of Libraries and Learning Resources, 1977), vol. 1, Glossary—2-3. (hereafter cited as Stone, Model Continuing Education Recognition System).

CONTINUING LIBRARY INFORMATION MEDIA EDUCATION ADVISORY COMMITTEE

REPRESENTATIVES OF:	MEMBERS:
Purdue University Media Sciences	Jill P. May, CHAIRPERSON Assistant Professor Media Sciences Purdue University
Area Library Services Authorities	Sharon B. Wiseman, Administrator* Stone Hills ALSA
Association for Indiana Media Educators (AIME)	Howard Uhrig Audio-Visual Director South Bend Community School Corporation
Ball State University Department of Library Science	Rosamond B. Wetmore Departmental Administrative Assistant Department of Library Science Ball State University
Indiana Cooperative Library Services Authority	Representation declined
Indiana Library Association-Indiana Library Trustee Association	Edward N. Howard, Director Vigo County Public Library
	Alice L. Wert, Coordinator Technical Services Vigo County Public Library
Indiana State University Department of Library Science	Dr. Janet Horton Department of Library Science Indiana State University
Indiana State University Division of Educational Media	Dr. Lawrence Reck Statesman Towers West Indiana State University
Indiana University Division of Instructional Systems Technology School of Education	Dr. John Moldstad, Chairman Division of Instructional Systems Technology School of Education Indiana University

Indiana University Graduate Library School	Dr. George W. Whitbeck Associate Dean Graduate Library School Indiana University
Special Libraries Association	Elizabeth M. Burton Cicero, Indiana
Staff Development Programs	C. Catherine Gibson Coordinator of Adult Services Indianapolis-Marion County Public Library
Additional Appointment	Daniel R. Wiseman, Vice-President * Corsortium for Human Resources, Inc.

REPRESENTATIVES TO THE CLENE/U.S.O.E. INSTITUTE ON "STATEWIDE SYSTEMS OF CONTINUING EDUCATION: NEW DIRECTIONS"

Library Association representative	Robert J. Bonner, Director University Libraries Indiana University-Purdue University at Indianapolis
Library Education representative	Jacqueline G. Morris Consultant Department of Public Instruction Division of Instructional Media
State Library representative	Sabra M. Stockey General Library Consultant Indiana State Library

* Title and position are those held at time of appointment to Committee.

BACKGROUND STATEMENT

The single largest expenditure of libraries and information/media centers is for personnel. Individuals who work in and with libraries and information/media centers assume the responsibility for interpreting society's informational needs and providing ways to meet those needs. In recent years the provision of library information media service has grown more complex. Some of the factors which have contributed to this are: the vast growth of new knowledge, the demand by patrons for extensive new information, introduction of new technology, societal needs of an increasing highly educated populace, outreach programs to attract new groups of patrons, and changing trends in service. It is therefore essential that library information media personnel are provided the opportunity to maintain and improve their competencies. Continuing education, though not an end itself, is a means to maximize the efforts of the institution's most expensive resource - persons involved in providing services.[2]

In July 1978, Indiana received notice of a year-long Continuing Library Education Network and Exchange (CLENE)/U.S. Office of Education (U.S.O.E.) Institute entitled "Statewide Systems of Continuing Education: New Directions". The goals of the Institute were: to provide training which would facilitate the planning and/or the implementing of statewide systems for continuing library media information education that would provide for the coordinated utilization of existing resources, and to enable Institute participants to experiment with some continuing education concepts and procedures that have potential applications for statewide systems of continuing education. The Institute began with a five-day workshop from October 30 to November 3, 1978, in Albany, N.Y., in which seventeen states participated. Participating states sent three representatives to the Workshop. Indiana representatives were: Robert J. Bonner, Director of Libraries, I.U.P.U.I. (Library Association representative); Jacqueline G. Morris, Consultant, Department of Public Instruction (Library Education representative), and Sabra M. Stockey, General Library Consultant, Indiana State Library (State Library representative). These representatives also attended follow-up gatherings of the Institute participants held as part of the 1979 American Library Association mid-winter and annual conferences.

CLENE also provided year-long supportive services and planning assistance. Prior to their attendance at the Workshop, Indiana's team conducted a telephone survey of Indiana's major continuing library information media education providers to ascertain their view of problems within continuing library education. Throughout the CLENE/U.S.O.E. Workshop they had an opportunity to prepare an outline plan for dealing with the issues raised by the survey.

The first draft of a workplan was submitted for comment to directors of the agencies which sponsored the representatives and a few other individuals involved with continuing education at a meeting in Indianapolis on November 28, 1978. After reviewing the workplan, it was decided that an ad hoc advisory committee to the State Librarian and to the Director of the Division of Instructional Media, Department of Public Instruction, on continuing education for library information media personnel should be established. Groups from whom nominations were to be requested included: Association for Indiana Media Educators; Ball State University, Department of Library Science; Indiana Cooperative Library Services Authority; Indiana Library Association - Indiana Library Trustee Association; Indiana State University, Department of Library Science; Indiana State University, Division of Educational Media; Indiana University, Graduate Library School; Indiana University, Division of Instructional Systems Technology, School of Education; Purdue University, Media Sciences; and Special Libraries Association. In addition, two appointments, one representing the Area Library Services Authorities and the second representing staff development programs were to be made by the State Librarian. It was further decided that the ad hoc Continuing Education Advisory Committee, once established, should have the option of recommending that other nominations or appointments be made.

CHRONOLOGY OF CONTINUING LIBRARY INFORMATION MEDIA EDUCATION ADVISORY COMMITTEE MEETINGS

Ten full committee meetings and fifteen subcommittee meetings were held to complete the Continuing Library Information Media Education Plan (CLIME Plan). In addition, the chairperson and the State Library representative met before each full committee meeting to plan the agenda and organize direction.

February 15, 1979

After a welcome by C. Ray Ewick, State Librarian, and Phyllis Land, Director, Division of Instructional Media, Department of Public Instruction, at the initial meeting of the ad hoc Continuing Education Advisory Committee, an outside consultant Dr. Suzanne H. Mahmoodi, Continuing Education and Library Research Specialist, Minnesota Department of Education, served as facilitator to the group in establishing a frame within which to accomplish the task. Terms were defined, elements to be included in a state plan identified, and a goal statement accepted, "to develop a statewide plan to coordinate and communicate continuing education." Small groups began to develop objectives as perceived at this time to accomplish the goal. Committee members were given assignments for the next meeting.

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[2] "Position Paper on Continuing Education, Illinois State Library," *Illinois Libraries* 60 (March 1978): 314.

March 22, 1979

The ad hoc committee was retitled the Continuing Library Information Media Education Advisory Committee (CLIME Advisory Committee) and members reported on their assignment. After much discussion the group approved a preliminary workplan which included major topics to be addressed by the CLIME Plan. The Chairperson divided the full group into subcommittees for each session of the Plan.

May 7, 1979 - July 10, 1979

After discussion the group divided into subcommittees and worked on developing objectives and activities for their respective section of the Plan.

August 9, 1979

C. Ray Ewick reaffirmed his support of the Committee and the Indiana State Library's interest in continuing education. The possibility of a full time staff development position at the Indiana State Library was discussed. The Committee reviewed and accepted a draft statement on Roles and Relationships for those involved with continuing library information media education. It was decided to use small groups of three or four to write individual sections of the Plan, then have the full Committee review and revise each draft as completed.

September 20, 1979

The Organization and Administration Subcommittee presented a first draft and recommended that the format used be adopted for all other sections of the CLIME Plan. This was accepted and a course of future action on procedure and format in which to write the rest of the Plan was adopted by the full Committee.

Plans were made to present a program on the CLIME Plan at the Indiana Library Association-Indiana Library Trustee Association (ILA-ILTA) Conference in November.

November 8, 1979

The completed program for the ILA-ILTA Conference was accepted; the Organization and Administration section was reviewed and revised; and, following discussion, the initial draft of the Recognition section was approved.

February 21, 1980

The Committee reviewed a third draft of Organization and Administration, the second draft of Recognition and the first drafts of the Needs Assessment and the Communication sections. All drafts were accepted by consensus after discussion.

April 3, 1980

Revised drafts of previously approved sections were accepted in their current form. The Committee reviewed Evaluation and Roles—Responsibilities—Resources which incorporated the Roles and Relationships Statement previously approved. Plans were made to present the CLIME Plan to the library information media community in conjunction with area meetings of the Governor's Advisory Committee on Libraries and Information Services which are scheduled for the fall of 1980. A small group was chosen to assemble the Plan, write an introduction, and prepare it for publication.

September 11, 1980

The committee read the finished product, devised methods for distribution of the Plan, and designated ways to continue the support of the CLIME Plan.

INTRODUCTION

INDIANA STATE LIBRARY

Mission Statement

The primary mission of the Indiana State Library is to provide quality library services for the citizens of Indiana notably that will meet the variety of their needs.

Authority

The enabling authority for the Indiana State Library and for the development of this plan is IC 4-23-7-6 which mandates the Indiana State Library to:

> "...develop and provide library service to state government, its branches, its departments and its officials and employees; to provide for the individual citizens of the state those specialized library services not generally appropriate, economical or available in other libraries of the state; to encourage and support the development of the library profession; and to strengthen services of all types of publicly and privately supported special, school, academic and public libraries. In discharging this responsiblity, the Indiana state library shall...
>
> (b) Initiate or participate in such plan or programs for historical or library development in Indiana as may be considered appropriate by the Indiana library and historical board.
>
> (h) Encourage the development of the library profession and of library service in Indiana by planning and/or conducting, either independently or cooperatively, such programs of recruiting to the profession; education for librarianship; in-service training; personnel classification, evaluation and utilization; and post-graduate continuing education as may be considered appropriate."

Organization

Final authority for the management and control of the Indiana State Library and Indiana Historical Bureau is vested in a five-member board. The members of this board are appointed by the Governor for terms of four years, at least one member being appointed each year. The State Board of Education, the Indiana Library Association, the Indiana Historical Society, and the Indiana Library Trustee Association each recommend one person out of the five to be appointed. The Governor himself selects the fifth. The Board selects directors of the State Library and of the State Historical Bureau. Employees are covered by the state merit law and the Indiana Library Certification Board Act.

The Indiana Library and Historical Board is empowered to receive and administer state and federal aid for the improvement and development of library and historical services in Indiana. In addition, planning authority is vested in the Board subject to the final approval by the Governor. In relation to the development of this CLIME Plan, it is the Indiana Library and Historical Board's responsibility to approve and adopt the final plan subject to approval by the Governor.

The Indiana State Library Advisory Council (ISLAC) is mandated by Public Law 91-600; whereby each state which received funds under provision of the Library Services and Construction Act (LSCA) must establish an Advisory Council to review programs under consideration for LSCA funds. According to Title 45, Section 130.8 of the Code of Federal Regulations the State Advisory Council shall:

> "(1) Advise the State agency on the development of the State plan, including the preparation of long-range and annual programs under Section 13, 19, and 130.20...;
>
> (2) Advise the State agency on the policy matters arising in the administration of the State plan submitted under the Act and the regulations in this part...;
>
> (3) Assist the State agency in evaluating library programs, services and activities under the State plan."

The scope of Indiana's Advisory Council has been expended to include all library planning for Indiana as well as advising the State Library Agency on the distribution of both state and federal funds. The Council currently has six subcommittees: Long Range Planning Committee, Network Coordinating Committee, Special Services Committee, Construction Committee, Orientation Committee and Public Library Services Committee. All advice and evaluative input from the Council is directed to the State Librarian. The State Librarian provides the link between the Advisory Council and the Indiana Library and Historical Board.

In relationship to this CLIME Plan, it is anticipated that the State Librarian will submit the Plan for comment and advice to the Advisory Council before it is submitted to the Indiana Library and Historical Board. The Advisory Council will advise the Indiana Library and Historical Board as to whether the CLIME Plan should be incorporated in the Indiana Long Range Plan for Library Services (previously titled Five Year Program for Library Service).

DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF INSTRUCTIONAL MEDIA

Mission Statement

The primary mission of the Department of Public Instruction, Division of Instructional Media, is to provide leadership and service pertaining to all matters that affect library media programs serving school age children in Indiana.

Authority

IC 20-1-1 "State Board of Education: Powers" provides for the establishment of the Department of Public Instruction to carry out the powers granted to the State Board of Education. One of the responsibilities mandated to the Department of Public Instruction is:

> "...(c) Media Centers, Libraries, and Instructional Materials Centers...
>
> (2) The licensing of the professional employees manning these centers, libraries or areas..."

The federal law (Public Law 95-561, Section 522(2) Elementary and Secondary Education Act (ESEA) Title VB, Section 404(12) ESEA IV) mandates the Department of Public Instruction to develop a plan for the coordination of inservice and pre-service funds and activities. Exceptance of this plan releases federal funds to Indiana under ESEA Titles IV and V.

Organization

The governing authority of the Department of Public Instruction is The Board of Education which consists of the Superintendent of Public Instruction, an elected official, and eighteen members appointed by the Governor for four-year terms. The Board is divided into three commissions with each commission consisting of six appointed board members and the Superintendent of Public Instruction, who serves as a member and chairman of each commission. The commissions are: Commission on General Education; Commission on Textbook Adoption, and Commission on Teacher Training and Licensing. In relationship to the CLIME Plan, it is the State Board of Education's responsibility to approve and adopt the final plan.

The Department of Public Instruction has as operational goals: to develop technical and human capabilities and to provide resources for planning and implementation of educational programs, and to assist in planning and implementing programs for staff development including pre-service and inservice.

As a part of the Department, the Division of Instructional Media has responsibility for inservice education to enable school media personnel to keep up with changing trends, technology, and new concepts for media utilization. This responsibility means an obligation to the CLIME Plan to coordinate and plan activities and programs within the Plan's framework.

CONTINUING LIBRARY INFORMATION MEDIA EDUCATION (CLIME) ADVISORY COMMITTEE

Mission Statement

The primary mission of the CLIME Advisory Committee is to improve library information media service in Indiana through the development, implementation and evaluation of a statewide coordinated plan of continuing education for those involved in providing library information media service.

Authority

In December 1978 the State Librarian with the consent of the Director of the Division of Instructional Media, Department of Public Instruction, invited representatives of the major continuing library information media education providers to serve on an ad hoc advisory committee to the Indiana State Library and the Department of Public Instruction, Division of Instructional Media, concerning continuing education for library information media personnel. According to the letter requesting nominations, one of the primary goals of this working committee was to develop a statewide coordinated plan for continuing education of library personnel in Indiana. (See Appendix B.)

Organization

The CLIME Advisory Committee is a temporary committee which was established to advise the State Librarian and the Director of the Division of Instructional Media, Department of Public Instruction, on continuing education for library information media personnel. The following groups were asked to nominate a member of their staff or organization to serve on the Committee: Association for Indiana Media Educators; Ball State University, Department of Library Science; Indiana Cooperative Library Services Authority; Indiana Library Association-Indiana Library Trustee Association; Indiana State University, Department of Library Science; Indiana State University, Division of Educational Media; Indiana University, Graduate Library School, Indiana University, Division of Instructional Systems Technology, School of Education; Purdue University, Media Sciences, and Special Libraries Association. In addition, two appointments, one representing the Area Library Services Authorities and the second representing staff development programs, were made by the State Librarian. The Advisory Committee was given the option of recommending that other nominations or appointments be made if they felt it would increase the overall effectiveness of the Committee. In addition, Indiana's representative to the 1978-1979 CLENE/U.S.O.E. Institute met with the Advisory Committee and, throughout the drafting of the Plan, provided supportive services to the Committee.

PURPOSE OF THE CLIME PLAN

The CLIME Plan is the CLIME Advisory Committee's articulation of desired achievements for improvement in meeting continuing education needs of library information media personnel. The purposes of the Plan are to promote the concept of life-long, self-directed learning; encourage the development of a comprehensive program of high quality continuing library information media education offerings designed to meet identified needs; establish a framework for coordination and leadership; and encourage dissemination of information to prevent unnecessary duplication of services, personnel and resources; thereby, increasing cost effectiveness and overall efficiency of planning and programming.

The CLIME Plan provides a basis from which the library information media community can measure their progress toward common goals and objectives. The Plan should serve the library information media community as a guide to how continuing education for library information media personnel should change over time, as well as provide an effective planning, organizational and communications bridge among the various users and providers of continuing library information media education. Care was taken in the drafting of the Plan to ensure its compatibility with future national level plans concerning continuing library information media education.

Certain goals and related objectives, activities etc., are more fully developed than others. The most embryonic sections are still in the form of a plan for a plan; others have been refined to include considerable detail. An attempt has been made to specify a time frame for the accomplishment of each goal, but many of these will prove to be unrealistic due to insufficient data. Resources are limited and some goals and objectives may have to be modified or removed from later versions of the CLIME Plan if the individuals or groups involved are unable or unwilling to provide necessary financing. However, one may recall the familiar proverb that even the longest journey begins with a single step.

Two agencies and one organization were collectively involved in the formation of the CLIME Advisory Committee which drafted this plan. The structure of the plan itself reflects these cooperative origins. Since the CLIME Advisory Committee was established to advise two separate agencies, it was necessary to include the mission statements, authority, and organization for both of these agencies in addition to that of the CLIME Advisory Committee. The mission statement, authority, and organization of the CLIME Advisory Committee are derived from and/or are subcomponents of the parent agencies. The goals and objectives contained in this plan originated from the mission statement of the CLIME Advisory Committee.

Explanation of the Format of the CLIME Plan

Acknowledgement is given to the Central Indiana Health Systems Agency Inc., 3921 West 86th Street, Indianapolis, Indiana 46268, for the development of the format used in the CLIME Plan. This format was adapted from the Health Systems Plan 1979-1984. The following provides a definition for each of the major format categories.

GOAL

Goals are expressions of desired conditions for continuing library information media education. They should be both technically and financially achievable and responsive to library information media ideals.

— Achievable And Consistent With Ideals

— No Specific Time Constraints

— Specific Enough To Be Measureable

OBJECTIVE

Objectives are quantitative statements of what should be achieved within a specified time period. Generated by the goals, objectives express particular levels of expected achievements within a span of years. Serving as intermediate targets or achievements within a specific time frame, the accomplishment of objectives leads to partial, or in certain instances, full attainment of goals.

— Level To Be Achieved Within A Specified Time Period

— Express Partial (or Total) Attainment of Goal

RECOMMENDED ACTION

Recommended actions are a comprehensive collection of proposed changes aimed at achievement of goals and objectives. They describe actions which were selected after consideration of possible alternative means of bringingcontinuing library information media education performance to desired levels.

— Responsible Agent

— Date (Time)

— Actions

— Content (Part Of The Objective)

RESPONSIBILITIES

This section identifies the specific roles and responsibilities of the responsible agencies in achievement of the recommended action.

Rationale:

Rationales are statements of justifications for a particular goal, objective, or recommended action.

ALTERNATIVE ACTION

"Alternative actions" contain the same elements as recommended actions; however, after considering them as possible alternative means of improving continuing library information media education performance, they were rejected as not being the best course of action at the present time.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:

This section lists facilities, equipment, and/or supplies that are needed to accomplish the recommended actions.

Human:

This section lists the personnel that each organization needs to supply if the recommended action is to be achieved. Unless otherwise indicated the amount of time listed refers to total accumulated time for the length of the Plan. By prior agreement the minimum amount of time required for any given task was one day. At best the times given are rough estimates.

Financial:

The source of funding required to accomplish the recommended action is listed here. "Existing budgets" is the wording used where hopefully the organizations involved do not have to increase their budgets to accomplish the recommended action.

ORGANIZATION AND ADMINISTRATION

GOAL: TO ESTABLISH AN ORGANIZATIONAL FRAMEWORK TO COORDINATE LIBRARY INFORMATION MEDIA EDUCATION IN INDIANA.

OVERVIEW

To this date no one agency or organization in Indiana has assumed responsibility for coordinating continuing library information media education, nor has any type of cooperative coordinating structure been established. Each major continuing library information media education provider has been on its own in determining its role and responsibility with regards to meeting statewide needs of continuing library information media education.

This lack of leadership was identified as the priority problem associated with continuing education for library information media personnel by the major continuing library information media education providers in a telephone survey conducted October 1978 by Indiana's representatives to the 1978-1979 CLENE/U.S.O.E. Institute. The representatives concluded in the "Background Statement" that:

> "Consequently, many of the programs overlap, often do not meet major needs, may not be undertaken by the most appropriate agency, are often inconvenient to attend, and/or are poorly publicized. Many of the groups which sponsor programs are not aware of other similar programs which have been or are currently being offered in the state. They have not always had at their disposal an adequate needs assessment and/or are limited in their vision to the needs of a particular area or group. In addition, there is often competition among various groups with regards to who provides programs and not enough regard for what is needed by the participants. Most continuing education opportunities are one-shot programs on a particular topic, with few in-depth series of programs being undertaken."[3]

In addition to a recognized need for an organizational structure concerning the coordination of continuing library information media education, there is also a need for the development of a framework to administer, implement, and evaluate the CLIME Plan. These two needs can almost always be met concurrently.

Rationale: A fully developed organizational framework within which to administer, implement, and evaluate the CLIME Plan is essential if the Plan is to be carried out. At the same time this organizational framework should provide for the coordination and cooperation necessary to achieve the most effective use of Indiana's resources, human and financial, which are being directed towards continuing library information media education.

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[3] Robert J. Bonner, Jacqueline G. Morris, and Sabra M. Stockey, "Background Statement Identifying Priority Problem Areas and Summary of Problem Scope", paper distributed by the Indiana State Library to members of the CLIME Advisory Committee prior to February 15, 1979 meeting.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
OBJECTIVE ONE To immediately assign principal responsibility for the administration of the CLIME Plan to the Indiana State Library. Rationale: In order for the Plan to be effective, it is essential for the Indiana State Library to be given the primary responsibility. It is doubtful that a plan for which no agency is accountable will be successful.	**RECOMMENDED ACTION ONE** At the Indiana Library and Historical Board meeting following the presentation of the CLIME Plan by the State Librarian, the Board formally assumes responsibility for the administration, implementation, and evaluation of the CLIME Plan. Rationale: The Indiana State Library has been mandated by the state to: "Encourage the development of the library profession and of library service in Indiana by planning and/or conducting, either independently or cooperatively, such programs of recruiting to the profession; education for librarianship, in-service training; personnel classification, evaluation and utilization; and postgraduate continuing education as may be considered appropriate." (IC 4-23-7-6).	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: State Librarian — 1-3 days. Indiana Library and Historical Board — 1-3 days. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Indiana State Library
	RECOMMENDED ACTION TWO The Indiana Library and Historical Board as part of the responsibility for continuing library information media education in Indiana formally recommends that the Indiana State Library join the Continuing Library Education Network and Exchange (CLENE). Rationale: It is important for the Indiana State Library to be aware of the goals and activities on the national level in continuing library information media education and to be included in all long range plans for CLENE activities.	Facility/Equipment/Supplies: None. Human: Indiana Library and Historical Board — 1-2 days. State Librarian — 1 day. Financial: $1,500 or fee as required from Indiana State Library's budget. **RESPONSIBILITIES** Indiana Library and Historical Board Indiana State Library
	ALTERNATIVE ACTION In the unlikely event the Indiana Library and Historical Board does not assume responsibility for the administration of the CLIME Plan, the CLIME Advisory Committee seeks assistance from library associations and other related state agencies in implementing the CLIME Plan.	

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
OBJECTIVE TWO To allow for ongoing cooperation between the Indiana State Library and the major continuing library information media education providers. Rationale: To facilitate and expedite the program and enhance its chances of success, each provider's cooperation is necessary.	**RECOMMENDED ACTION ONE** Within six months of the Indiana Library and Historical Board's acceptance of the CLIME Plan, all major continuing library information media education providers endorse the Plan at a meeting called by the Indiana State Library. Rationale: The acceptance of the Plan will assist continuing education providers with coordination of programs, identifying and meeting continuing education needs of library personnel, and dissemination of information enabling them to prevent unnecessary duplication of services, personnel and resources; thereby, increasing cost effectiveness and overall efficiency of planning and programming.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: State Librarian — 1-3 days. General Library Consultant — 1-3 days. Indiana Library and Historical Board members — 1-2 days. Major continuing library information media education providers — 2-4 days. **RESPONSIBILITIES** Indiana State Library Major continuing library information media education providers CLIME Advisory Committee
	ALTERNATIVE ACTION The Indiana State Library implements the Plan without formal endorsement by all providers.	
OBJECTIVE THREE To provide the necessary staff to administer the CLIME Plan. Rationale: As is indicated under the RESOURCE REQUIREMENTS of each RECOMMENDED ACTION contained in the Plan, numerous manpower days will be needed to implement the Plan.	**RECOMMENDED ACTION ONE** Following the Indiana Library and Historical Board's acceptance of the CLIME Plan, the State Librarian appoints an Indiana State Library employee to be responsible for the organization and administration of the CLIME Plan. Note: The person who is given this responsibility is hereinafter referred to as the Staff Development Coordinator. Rationale: The Indiana State Library is the agency which has been assigned to administer the CLIME Plan; therefore it should appoint a staff member to organize and administer the Plan.	Facility/Equipment Supplies: Use of existing facilities, equipment, and supplies. Human: State Librarian — 1-2 days. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** State Librarian
	RECOMMENDED ACTION TWO After the initial implementation and evaluation of the CLIME Plan, the Indiana State Library annually reviews progress	Facility/Equipment/Supplies: Use of existing facilities and equip-

made toward goals stipulated in the Plan to ascertain whether changes are needed. (See EVALUATION, OBJECTIVE IV, RECOMMENDED ACTION FOUR, p. 71).

Rationale: Annual review of progress made toward goals and resulting changes in the Plan will ensure the continued success of the Plan.

ment.
Necessary supplies drawn from Indiana State Library.
Human:
State Librarian — 1-14 days.
Staff Development Coordinator — See Human resources under EVALUATION, RECOMMENDED ACTION FOUR, p. 71.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

State Librarian
Staff Development Coordinator

ALTERNATIVE ACTION

If the Indiana State Library fails to appoint a Staff Development Coordinator then the CLIME Advisory Committee seeks assistance from library associations and other related state agencies in securing funding for a position.

Rationale: Since continuing library information media education is such a vital concern it is deemed imperative that this plan be implemented.

OBJECTIVE FOUR

To provide continued input from the library information media community to the Indiana State Library and the Staff Development Coordinator for the implementation and evaluation of the Plan.

Rationale: A statewide plan for continuing library information media education should be based upon the individual needs and differences of both continuing library information media education users and providers as they relate to improving library information media service. Thus, there should be built into the Plan ample opportunity for the library information media community to convey their concerns. In addition to strengthening the Plan, this allows for input from the local

RECOMMENDED ACTION ONE

Upon the Indiana Library and Historical Board's acceptance of the Plan, the Indiana State Library with the aid of the Indiana State Library Advisory Council (ISLAC) Chairperson assumes responsibility for the formation and initial meeting of a Staff Development Committee to be organized as a subcommittee of ISLAC. Five members of the subcommittee are chosen from ISLAC members who are specifically interested in the area of continuing education. Four additional members from outside the ISLAC membership are chosen from the membership of the CLIME Advisory Committee to represent the following:

1-2. Library educator (Alternating between Ball State University, Indiana State University, Indiana University, and Purdue University)

3. Paraprofessional (Such as a member of the ILA-Library Assistants and Technicians Division or a representative of the Indiana Vocational

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
State Librarian — 1-2 days.
Staff Development Coordinator — 1-2 days.
ISLAC Chairperson — 1-2 days.
Financial:
75 miles x 2 (round trip) x $.20 x 9 (Staff Development Committee members) = $270 estimated travel expenses per meeting. Financing to come from Indiana State Library's existing budget.

OBJECTIVES

level and will promote cooperation when the time comes for implementation.

RECOMMENDED ACTIONS

Technical College)

4. Staff development program representative

The Staff Development Committee is governed by the ISLAC Rules of Council. All appointments are made by the ISLAC Chairperson. Initial terms for the four non-ISLAC members are for one or two years; subsequent terms to be for two years. As a subcommittee of ISLAC all recommendations of the Staff Development Committee are subject to review by ISLAC before they are presented to the State Librarian.

Rationale: While the subcommittee structure of ISLAC provides for a workable committee and the opportunity to add representatives and expertise not already part of the Council, the full ISLAC ensures a more broad representation and diverse source of input to the CLIME Plan than could be expected with the formation of a separate Committee. In addition to a wide source of input, integrating the Staff Development Committee into the ISLAC structure establishes a statutory basis (P.L. 91-600) for the Committee which will increase the credibility of its recommendations.

RECOMMENDED ACTION TWO

The CLIME Advisory Committee attends the first two (or as many as necessary to provide continuity) meetings of the newly formed Staff Development Committee.

Rationale: The CLIME Advisory Committee has spent over a year studying the state of continuing education for library information media personnel in Indiana. It is important that the knowledge gained be passed on to the new Committee.

RESOURCE REQUIREMENTS

RESPONSIBILITIES

Indiana State Library
ISLAC Chairperson
ISLAC members
Representative organizations from whom nominations are requested.

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
CLIME Advisory Committee members — 2-5 days.
Staff Development Committee — 2-5 days.
Financial:
414 miles (maximum reimbursable mileage assuming that CLIME Advisory Committee members from the same town ride in one vehicle) x 2 (round trip)x$.20 = $165.60 estimated travel expenses per meeting for members of CLIME Advisory Committee. Financing to come from Indiana State Library's existing budget.

RESPONSIBILITIES

Staff Development Committee
CLIME Advisory Committee

OBJECTIVES

RECOMMENDED ACTIONS

RECOMMENDED ACTION THREE

The Staff Development Coordinator is the member of the Indiana State Library's staff who is assigned to work with the Staff Development Committee. In this role the Staff Development Coordinator will serve as secretary, take part in discussion, and serve as a non-voting member. Note: The CLIME ORGANIZATION CHART on page 19 shows the organizational structure which would result if ORGANIZATION AND ADMINISTRATION, OBJECTIVE III, RECOMMENDED ACTIONs ONE through THREE were enacted.

Rationale: As the member of the Indiana State Library's staff who is assigned to work with the Staff Development Committee, the Staff Development Coordinator would be able to act as a liaison between the Indiana State Library and the Committee. In addition the Staff Development Coordinator would be able to provide support services to the Committee.

ALTERNATIVE ACTION

In the unlikely event that ISLAC fails to assume the responsibility for the formation and initial meeting of a Staff Development Committee organized as a subcommittee of ISLAC, the Indiana State Library assumes responsibility for the formation and initial meeting of a non-statutory advisory body comprised of the following members:

1. School librarian (Association for Indiana Media Educators)
2. Public librarian or public library trustee (Indiana Library Association-Indiana Library Trustee Association)
3. Special librarian (Special Libraries Association)

4-5. Library educators (Alternating between Ball State University, Indiana State University, Indiana University, and Purdue University)

6. Area Library Services Authority (ALSA) representative
7. Indiana Cooperative Library Services Authority (INCOLSA) representative
8. Staff development program representative
9. Paraprofessional librarian (ILA-Library Assistants and Technicians Division or Indiana Vocational Technical College)

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
Staff Development Coordinator — ongoing.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Staff Development Coordinator

OBJECTIVES

RECOMMENDED ACTIONS

10-13. Indiana State Library Advisory Council (ISLAC) members: one library user; one institutional librarian; one academic librarian; and the ISLAC chairperson

14. Indiana State Library ex-officio representative

15. Department of Public Instruction, Division of Instructional Media ex-officio representative

All appointments shall be made by the State Librarian. Initial terms shall be for one or two years; subsequent terms to be for two years. The Advisory Council will report to the State Librarian and to the Director, Division of Instructional Media, Department of Public Instruction, and make presentations to the Indiana State Library Advisory Council (ISLAC) and/or the ISLAC Long Range Planning Committee upon request.

Rationale: Although this alternative does not provide for a legal basis or the depth of representation permitted by the Staff Development Committee being a subcommittee of ISLAC, it does ensure representation of all groups who are involved in and affected by continuing education in Indiana and would provide a diverse source of input to the Indiana State Library and the Staff Development Coordinator.

RESOURCE REQUIREMENTS

OBJECTIVE FIVE

To continually incorporate the objectives of the CLIME Plan in the Indiana Long Range Plan for Library Services.

Rationale: Incorporation of the CLIME Plan in the Indiana Long Range Plan for Library Services will ensure integration of the goals incorporated in the CLIME Plan into the priorities for library service in Indiana.

RECOMMENDED ACTION ONE

Annually ISLAC reviews and incorporates the appropriate goals and objectives of the CLIME Plan in the Indiana Long Range Plan for Library Services.

Rationale: P.L. 91-600 specifies that each state which receives Library Services and Construction Act funds must submit annually a long-range, five year, program to the Department of Education. The Indiana Long Range Plan for Library Services represents priorities for library services in Indiana, and if the CLIME Plan is not incorporated, it will not be a priority.

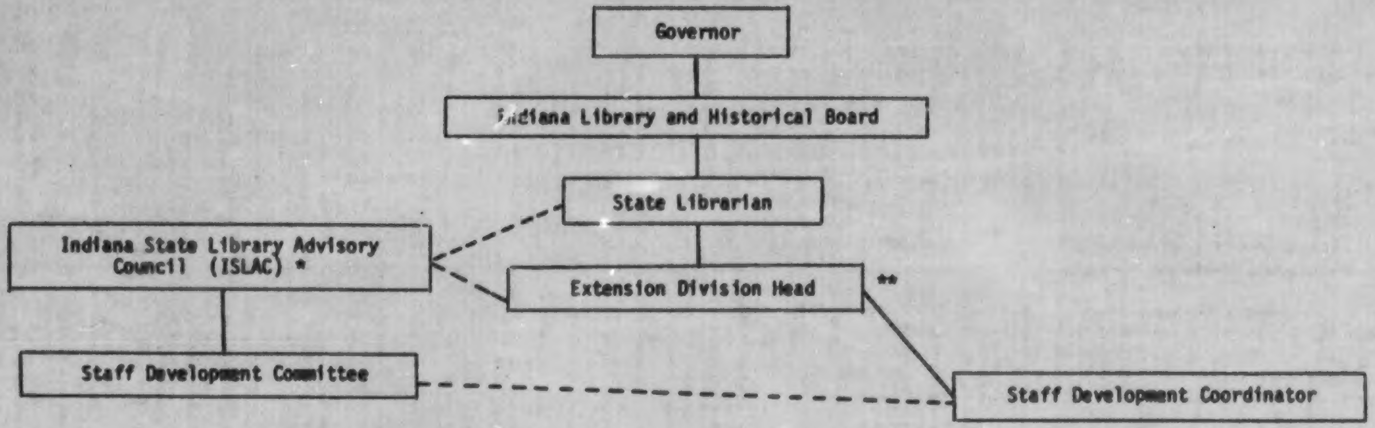
Facility/Equipment/Supplies:
Use of existing facilities and equipment.
Supplies drawn from Indiana State Library.
Human:
Staff Development Committee — 1-3 days.
ISLAC — 1-3 days.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Staff Development Committee
ISLAC

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	ALTERNATIVE ACTION If the Plan is not incorporated in the *Indiana Long Range Plan for Library Services*, the Staff Development Committee continues its efforts to see that it is incorporated in the next *Indiana Long Range Plan for Library Services*.	

CLIME ORGANIZATION CHART


Governor
Indiana Library and Historical Board
State Librarian
Indiana State Library Advisory Council (ISLAC) *
Extension Division Head **
Staff Development Committee
Staff Development Coordinator

* Current ISLAC committees:

- Construction
- Long Range Planning
- Network Coordinating
- Orientation
- Public Services
- Special Services

** Other responsibilities of Extension Division

- Administration of Library Services and Construction Act funds
- General Library Consultation
- Certification and Placement
- Institutional Consultation

The communication between Indiana State Library staff and ISLAC members is denoted by --------.
Organizational structure is denoted by ————.

FIRST YEAR

A. The Indiana Library and Historical Board formally assumes responsibility for the administration, implementation, and evaluation of the Plan.

B. The Indiana State Library joins CLENE.

C. A majority of the major continuing library information media education providers endorse the CLIME Plan.

D. The State Librarian appoints an Indiana State Library employee to be Staff Development Coordinator.

E. The Indiana State Library reviews progress made towards goals stipulated in the Plan to ascertain whether changes are needed.

F. The Indiana State Library and the ISLAC Staff Development Committee formulates the advisory body and calls an initial meeting.

G. The CLIME Advisory Committee attends the first two meetings of the Staff Development Committee.

H. The Staff Development Coordinator serves as the Indiana State Library's liaison to the Staff Development Committee and provides supportive services.

I. ISLAC incorporates the CLIME Plan in the Indiana Long Range Plan for Library Services.

SECOND THROUGH FIFTH YEARS

A. Same as E for the first year.

B. Same as H for the first year.

C. Same as I for the first year.

NEEDS ASSESSMENT

GOAL: TO IDENTIFY LIBRARY INFORMATION MEDIA CONTINUING EDUCATION NEEDS ON AN ONGOING BASIS AND SET PRIORITIES BASED UPON NEEDS IN SERVING THE PUBLIC.

OVERVIEW:

> "Need assessment is the application of methodologies to determine specific training opportunities."[4]

Needs assessment is a necessary part of the continuous cyclical planning process.[5] An important consideration for the assessor is what level of unit should be examined. Some commonly examined units are the individual, the institution, and the community.[6] A comprehensive assessment of the needs of individuals working in Indiana libraries and information/media centers would take all three units into account.

Several of the major continuing library information media education providers in Indiana undertook needs assessments to determine continuing education needs of library information media personnel between 1975 and 1980. The CLIME Advisory Committee identified four surveys:

	Needs Assessor	Population Surveyed	Compiled	Method	Surveys Returned
1.	ILA Continuing Education Needs Assessment Task Force	1100 ILA members	November 1977	Written structured questionnaire	181 pub. lib staff 10 spec.lib staff 61 acad.lib staff 6 other 258 (23.5 percent)
2.	Indiana Department of Public Instruction, Division of Instructional Media	1135 certified school media center personnel	October 1975	Survey questionnaire-computer tabulated	782 (68.9 percent)
3.	Howard Uhrig, member of CLIME Advisory Committee	125 school media personnel	June 1979	Two open-ended written questions	35 (28 (percent)
4.	ALSA surveys	ALSA members	Dates vary	Written questionnaires	Varied

These surveys were of varying quality and comprehensiveness. A contributing factor is that few people have been trained in needs assessment techniques. In addition, although some of the surveys overlap, they are not considered to be a thorough needs assessment of all types of library information media personnel in the state.

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[4] Douglas L. Zweizig, "Evaluation of Need Assessment Strategies and Systems Introduction," in The Evaluation of Continuing Education for Professionals: A Systems View, ed. Preston P. LeBreton et. al. (Seattle: Division of Academic and Professional Programs, Continuing Education, University of Washington, 1979) p. 161.

[5] George D. Kuh et al, Designing a Problem-Focused Needs Assessment (Bloomington, Indiana: National Inservice Network, Indiana University, School of Education, 1979), p. 15.

[6] Zweizig, "Evaluation of Need Assessment Strategies and Systems Introduction," p. 162.

Currently many of the continuing library information media education providers use a continuing education committee representative of the population they serve to supplement and/or substitute for formal needs assessment. The concern with this method of needs assessment is in forming a truly representative sample of the target population taking into account such factors as types of libraries, levels of personnel, and geographic locations. This is not to say that this type of needs assessment is not useful. However, validity of findings is likely to increase if more than one type of data collection method is used.

Only a small percentage of the libraries and information/media centers in Indiana have undertaken assessments of the needs or areas of weakness of their staff as they relate to the goals of the institution or have undertaken assessments of the community as a basis on which to establish institutional goals. A statewide composite of either of these types of assessments would be very useful in identifying training needs of libraries information media personnel. Priorities in statewide training needs could then be based upon the most predominant staff needs as they relate to institutional goals or upon the top priority needs of the public. Ideally the two types of assessment would be closely aligned as one would be based on the other.

There are two fairly recent documents which may be used in conjunction with assessments of individuals' needs in setting priorities for continuing library information media education needs: the Indiana Governor's Conference on Libraries and Information Services (Indianapolis: Indiana State Library, 1978) and the "Five Year Program for Library Service" (Library Occurrent, November 1977, pp. 462-733. Both documents contain recommendations for library service in Indiana.

Rationale: The systematic identification of needs on an ongoing basis and the subsequent setting of priorities is a costly endeavor, but the cost of not doing a thorough needs assessment may be even higher in terms of wasted resources and programs having a negative impact. Needs assessments lend credibility to resulting activities and involve personnel in the assessment process which can lead to increased attendance at activities. Finally, by aiding in the establishment of objectives, needs assessment will improve and simplify the evaluation process.[8]

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[7] Kuh, Designing a Problem-Focused Needs Assessment, p.3.

[8] Zweizig, "Evaluation of Need Assessment Strategies and Systems Introduction," p.162.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
OBJECTIVE ONE To continually collect and analyze data on needs of library information media personnel and trustees in Indiana. Rationale: Up-to-date information on individual needs on which to base objectives for continuing library information media education will be needed continually. Programs, workshops etc., should be aimed at filling identified needs	**RECOMMENDED ACTION ONE** By Fall 1980 the Indiana State Library staff distributes the Continuing Education Needs Survey to the ALSA Administrators; Department of Public Instruction, Division of Instructional Media liaison; and others who will help administer the tool to the target population. Rationale: The Continuing Education Needs Survey as approved by the CLIME Advisory Committee will be used to collect data which reflects individual continuing education needs of personnel from all types of libraries and information/media centers. To ensure cooperation and a higher rate of surveys returned, those agencies with statewide or regional responsibilities have been chosen to administer the survey. The needs assessment is the foundation of the CLIME Plan; therefore the date for distribution was set as early as realistically possible.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Indiana State Library staff — 1-2 weeks. Department of Public Instruction, Division of Instructional Media liaison — 1 day. ALSA Administrators — 1 day. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Indiana State Library staff Department of Public Instruction, Division of Instructional Media liaison ALSA Administrators
	RECOMMENDED ACTION TWO During 1980 the Department of Public Instruction, Division of Instructional Media liaison, the ALSA Administrators, and others distribute and collect the survey. Rationale: These agency representatives have access to information on personnel, some have access to regional delivery systems, and through their positions the representatives may be able to influence a higher rate of return.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Department of Public Instruction, Division of Instructional Media liaison — 2-5 days. ALSA Administrators — 2-5 days each. Financial: From existing budgets of the Department of Public Instruction, Division of Instructional Media, and ALSAs. **RESPONSIBILITIES** Department of Public Instruction, Division of Instructional Media liaison ALSA Administrators

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	RECOMMENDED ACTION THREE Upon receipt of the returned survey (no later than three months from distribution) the Staff Development Coordinator with clerical support analyzes and publishes the findings. Rationale: In order to be of value, the data collected will have to be analyzed and widely distributed.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — 15-20 days. Additional Helper — 5-10 days. Financial: From Indiana State Library's budget. RESPONSIBILITIES Staff Development Coordinator
	RECOMMENDED ACTION FOUR Within two months after the Continuing Education Needs Survey is analyzed, the Staff Development Committee reviews the survey, its analysis, and the process, and plans for the next survey which would be conducted within three to six years. Rationale: In order to ensure that the assessment of needs is a continuous process and that knowledge gained from conducting the first statewide survey is utilized, the survey, its analysis, and the process should be reviewed.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Committee — 1-3 days. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Committee
OBJECTIVE TWO To encourage library information media institutions to continually assess staff needs as they relate to institutional goals. Rationale: Library information media administrators must have information on staff needs as they are related to the institution's goals in order to provide for relevant in-house programs or to arrange for participation in other training.	RECOMMENDED ACTION ONE The Indiana State Library conducts a survey of Indiana State Library staff training needs and develops a training program by the end of the second year of the implementation of the CLIME Plan. Rationale: The Indiana State Library's assessment will serve as a model and will encourage public and academic libraries to conduct similar assessments.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Designated Indiana State Library staff — 6-8 months. Financial: From Indiana State Library's existing budget.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
		RESPONSIBILITIES Designated Indiana State Library staff
	RECOMMENDED ACTION TWO The Staff Development Committee arranges for at least one article per year to be published that reports or discusses an institutional assessment of staff training needs in appropriate professional journals. Rationale: The reporting of library needs assessment projects will create an awareness and aid in the refinement of techniques.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from institution involved. Human: Staff Development Coordinator — as opportunity arises annually. Editors of professional journals — time as needed. Financial: From existing budgets of the institutions involved. **RESPONSIBILITIES** Staff Development Committee Editors of professional journals
OBJECTIVE THREE To encourage institutions to periodically survey their community's needs in order to be aware of those services which the public feels are the most beneficial or are in need of the most improvement. Rationale: In order to be viable and accountable, institutions will have to base their goals on identified community needs. Resulting staff training needs based on institutional goals will then reflect those services which the public feels are the most important.	**RECOMMENDED ACTION ONE** During the first year of the CLIME Plan, the Indiana State Library sponsors a LSCA funded workshop on techniques of assessing community needs for public librarians. The impact of the workshop is measured one year later. Rationale: Many public librarians need to improve their skills of conducting community assessments or analyses. This workshop and follow-up will emphasize the importance, provide an opportunity to learn appropriate techniques, and permit long range planning.	Facility/Equipment/Supplies: As provided for in LSCA grant. Human: LSCA funded workshop staff — as stated in grant. Indiana State Library staff — 1-3 days. ISLAC members — 1-2 days. Indiana Library and Historical Board — 1-2 days. Workshop participants — depends upon length of workshop and preparation and follow-up required. Financial: From LSCA funds **RESPONSIBILITIES** LSCA funded workshop staff Indiana State Library staff

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
		ISLAC members Indiana Library and Historical Board Workshop participants
	RECOMMENDED ACTION TWO Both the Department of Public Instruction, Division of Instructional Media, and the Indiana State Library add a question to library and media center annual reports to determine whether the reporting institution has conducted an assessment of community needs. Rationale: It is one method of assuring that personnel of such institutions have an awareness of whether an assessment of community needs has been conducted annually.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Designated Department of Public Instruction, Division of Instructional Media staff — 1 day. Designated Indiana State Library staff — 1 day. Financial: From existing budgets of Department of Public Instruction, Division of Instructional Media, and Indiana State Library. RESPONSIBILITIES Designated Department of Public Instruction, Division of Instructional Media staff Designated Indiana State Library staff
OBJECTIVE FOUR To annually set priorities for continuing library information media education activities based on the most predominant individual, institutional and community needs. Rationale: Due to limited funding and time constraints, priorities must be set.	RECOMMENDED ACTION ONE At the annual meeting of major providers of continuing library information media education (See COMMUNICATION, OBJECTIVE III, RECOMMENDED ACTION ONE, p. 52), those in attendance review and set priorities based upon analyses of individual, institutional, and community needs assessments including the Continuing Education Needs Survey Analysis, The Indiana Governor's Conference on Libraries and Information Services, and the Indiana Long Range Plan for Library Services. Rationale: This would assure that all available information is examined annually and that priorities are kept current. Involvement of the major continuing library information media education providers in setting priorities will enhance their cooperation.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Major continuing library information media education providers — 1-3 days. Financial: Travel borne by participants. Mailing costs to be paid from Indiana State Library's existing budget. RESPONSIBILITIES Major continuing library information media education providers

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	ALTERNATIVE ACTION The Department of Public Instruction, Division of Instructional Media liaison and the Staff Development Coordinator annually meet to review and set priorities based upon analyses of individual, institutional, and community needs assessments including Continuing Education Needs Survey Analysis, the Indiana Governor's Conference on Libraries and Information Services, and the Indiana Long Range Plan for Library Services. Rationale: The Department of Public Instruction, Division of Instructional Media, and the Indiana State Library both have statewide responsibilities for continuing library information media education.	

NEEDS ASSESSMENT CRITERIA FOR SUCCESS

FIRST YEAR

A. Indiana State Library staff distribute the Continuing Education Needs Survey to the ALSA Administrators, Department of Public Instruction, Division of Instructional Media liaison, and others.

B. The Department of Public Instruction, Division of Instructional Media liaison, the ALSA Administrators, and others distribute and collect the Continuing Education Needs Survey.

C. The Staff Development Coordinator with clerical support analyzes the survey and publishes the findings.

D. The Staff Development Committee reviews the Continuing Education Needs Survey, its analysis, and the process, and plans for the next survey.

E. The Staff Development Committee arranges for at least one article to be published that reports on or discusses an institutional assessment of staff training needs in appropriate professional journals.

F. An LSCA funded workshop is offered on techniques of assessing community needs for public librarians.

G. Both Department of Public Instruction, Division of Instructional Media, and the Indiana State Library add a question to library and media center annual reports to determine whether the reporting institution has conducted an assessment of community needs.

H. At the annual meeting of continuing library information media education providers, those in attendance review and set priorities for continuing library information media education.

SECOND YEAR

A. The Indiana State Library conducts a survey of Indiana State Library staff training needs and develops a training program based on the results.

B. Same as E for the first year.

C. Same as G for the first year.

D. Same as H for the first year.

THIRD THROUGH FIFTH YEARS

A. Same as E for the first year.

B. Same as G for the first year.

C. Same as H for the first year.

ROLES-RESPONSIBILITIES-RESOURCES

GOAL: TO ENCOURAGE THE PARTICIPANTS, EMPLOYING INSTITUTIONS, AND PROVIDERS TO ACCEPT RESPONSIBILITY IN THE SUPPORT, IMPLEMENTATION, AND COORDINATION OF THE CLIME PLAN.

OVERVIEW

The map and following list on pages 31 through 32 titled "Major Continuing Library Information Media Education Providers" show the major providers of continuing library information media education as identified by the members of the CLIME Advisory Committee. This listing of major providers is not necessarily inclusive. There may be other professional organizations within the state involved with continuing library information media education. In addition, the list does not attempt to include all possible providers of programs; some of the most obvious exclusions are continuing studies divisions of colleges and universities, commercial companies, and institutions which have staff development programs. Information concerning the number of libraries and information/media centers as well as the number of library information media personnel in Indiana can be obtained from The Development of a Plan, for the Integration of Indiana Libraries into the National Program for Libraries and Information Science (Indianapolis: Indiana State Library, 1979) and Statistics of Indiana Libraries 1978 (Indianapolis: Indiana State Library, 1979).

During December 1979 the Indiana State Library mailed a Survey of Continuing Education Providers to a total of thirty-one associations, library information media schools, large public and academic libraries, Library Services Authorities and state agencies in Indiana which are potential providers of continuing library information media education. Seven out of nine library information media schools throughout Indiana returned the survey. The survey was not sent to any of the regional campuses. There was some confusion as to the definition of continuing education, but most interpreted continuing education to mean programs offered outside of their formal course offerings. Two indicated that their school did not have a continuing education program and did not complete the survey. All but one school direct their major program activities toward professionals who wish to continue their education. Although most recognize the need for continuing education programs, only one school views it as a primary responsibility. The number of continuing education programs offered during 1979 ranged from one to ten; total attendance ranged from 12 to 575. Registration fees or tuition and agency or library operating budgets were the two main sources of funding. No school reported spending more than 1 percent of its budget towards continuing education. Three out of the five responding schools reported cosponsoring continuing education programs with other groups. Needs assessment of potential participants was ranked as the highest priority, and coordination of effort among major continuing education providers was ranked as the second priority area in which assistance was needed.

Only two out of the four library information media associations returned the Survey of Continuing Education Providers. Both associations' programs are open to all library information media personnel though they are aimed at association members; only one, Association A, has programs of interest to paraprofessionals. Association A perceived continuing education as a primary responsibility, and the other, Association B, perceived it as a secondary responsibility. Association B offered one program during 1979, and Association A offered fourteen. Total attendance for the fourteen programs was not known; 150 attended Association B's program. Sources and means of funding the associations' continuing education programs included a utilization of community speakers at little or no cost, registration fees or tuition, membership dues, in-kind contributions from members, fees for small incidental expenses, and exhibition fees. Association A reported spending 60 percent of the association's budget on continuing education; Association B did not report the amount or percentage spent towards continuing education. Both associations reported cosponsoring continuing education programs with other groups. Association A identified coordination of effort among major continuing education providers as an area in which the association needed assistance.

Six out of the nine Area Library Services Authorities (ALSAs) returned the Survey of Continuing Education Providers. The six ALSAs indicated that they regarded all library information media personnel as primary clientele for continuing education. Only two indicated that over 50 percent of the participants attending their programs were paraprofessionals. All six ALSAs regard continuing education as a primary responsibility. The number of continuing education programs offered by the six ALSAs during 1979 ranged from four to twelve. Total attendance at ALSA programs during 1979 ranged from 146 to 356. Although most of the ALSAs indicated that the largest percentage of the funds used to support their continuing education programs came from their operating budget, the following were also included as sources or means of funding continuing education programs: utilization of community speakers at little or no cost, registration fees or tuition, membership dues, grants, in-kind contributions from members, and agency or library operating budget. The percentage of the ALSA's budget that was spent towards continuing education ranged from 1 to 25 percent. The ALSA which indicated that it had spent 1 percent of its budget on continuing education did not include staff time. Four of the ALSAs indicated that they cosponsor continuing education programs with other groups. Needs assessment of potential participants was ranked as the highest priority area in which the ALSA needed assistance. The development of a resource file of continuing education expertise was ranked second, and coordination of effort among major continuing education providers was ranked at the third priority area in which the ALSAs needed assistance.

The Survey of Continuing Education Providers was sent to five of the largest university libraries and the ten largest public libraries in order to determine if and to what extent these libraries had staff development programs. The survey was sent to these libraries on the assumption that libraries with large staffs would have staff development programs. Three of the academic libraries and seven of the public libraries returned the survey. One of the academic libraries and two of the public libraries indicated that their library did not have a staff development program. The five public libraries which completed the survey indicated that all library information media personnel participated in their continuing education programs while one of the academic libraries reported that only academic library personnel and paraprofessionals participated in their programs. Two of the public libraries and one of the academic libraries indicated that continuing education was a primary responsibility, the rest listed it as a secondary responsibility. The number of programs offered during 1979 ranged from none to over ten; total attendance for 1979 ranged "from statistics not available" to 400. Only two means of financing continuing education programs were listed: utilization of community speakers at little or no cost and agency or library operating budget. The percentage of the budget spent toward continuing education ranged from "not readily available" to 2 percent. Two of the public libraries and both of the academic libraries indicated that they cosponsor continuing education programs with other groups. Coordination of effort among major continuing education providers was ranked as the second priority area in which they needed assistance by the academic libraries and the first priority by the public libraries. Academic libraries ranked the development of a resource file of continuing education expertise as their highest priority area in which they need assistance.

Altogether twenty-six of the thirty-one potential providers to whom surveys were mailed responded. The information obtained from this survey was consistent with that gained from the telephone survey conducted by Indiana's representatives to the CLENE/U.S.O.E. Institute (See BACKGROUND STATEMENT page 5). In summary, there are a number of potential providers of continuing library information media education in Indiana, but the majority of them regard continuing education as a secondary responsibility, and very few of them, with the exception of the Area Library Services Authorities, actually have money budgeted for continuing education. In both surveys respondents stressed the need for coordination of effort among major continuing education providers.

Rationale: Participants in continuing library information media education, institutions which employ library information media personnel, and potential providers of continuing library information media education are essential resources of the CLIME Plan. Widely defined resources include professional leadership and expertise, facilities, and supportive materials as well as financial support. With the best utilization of these resources there will be an effective CLIME Plan in Indiana and library information media personnel will have sufficient opportunities to improve their performance.

MAJOR PROVIDERS OF CONTINUING LIBRARY INFORMATION MEDIA EDUCATION *
BY AREA LIBRARY SERVICE AUTHORITY (ALSA) AREAS

AREA 1 NORTHERN INDIANA ALSA

Ω Indiana University Northwest
Gary, IN 46408

§ Northern Indiana ALSA
200 W. Indiana Ave.
P.O. Box 948
Chesterton, IN 46304

Ω Purdue University-
Calumet Campus
Hammond, IN 46323

Ω Purdue University-North
Central Campus
Westville, IN 46391

AREA 2 AREA 2 ALSA

§ Area 2 ALSA
219 W. Market St.
Nappanee, IN 46550

Ω Goshen College
Goshen, IN 46526

Ω Indiana University at South
Bend
South Bend, IN 46615

AREA 3 TRI-ALSA

Ω Huntington College
Huntington, IN 46750

Ω Indiana University-Purdue
University at Fort Wayne
Fort Wayne, IN 46805

§ Tri-ALSA
304 Central Building
203 West Wayne
Fort Wayne, IN 46802

AREA 4 WABASH VALLEY ALSA

Ω Purdue University
Media Sciences
West Lafayette, IN 47907

AREA 4 WABASH VALLEY ALSA (cont.)

§ Wabash Valley ALSA
222 South Washington
Crawfordsville, IN 47933

AREA 5

Ω Manchester College
North Manchester, IN 46962

AREAS 6-9 EASTERN INDIANA ALSA

Ω Ball State University
Department of Library Science
Muncie, IN 47306

§ Eastern Indiana ALSA
R.R. #1, Box 76a
Daleville, IN 47332

AREAS 7-10 STONE HILLS ALSA

Ω Indiana State University
Division of Educational Media
Terre Haute, IN 47809

Ω Indiana State University
Department of Library Science
Terre Haute, IN 47809

Ω Indiana University
Graduate Library School
Bloomington, IN 47405

Ω Indiana University
Division of Instructional Systems
Technology
School of Education
Bloomington, IN 47405

§ Stone Hills ALSA
P.O. Box 203
Spencer, IN 47460

AREA 8 CENTRAL INDIANA ALSA

Ω Butler University
Department of Library Science
Indianapolis, IN 46208

AREA 8 CENTRAL INDIANA ALSA (cont.)

§ Central Indiana ALSA
1100 W. 42nd St.
Indianapolis, IN 46208

§ Indiana Cooperative Library
Services Authority
1100 W. 42nd St.
Indianapolis, IN 46208

¶ Indiana Department of Public
Instruction
Division of Instructional Media
229 State House
Indianapolis, IN 46204

Δ Indiana Library Association-
Indiana Library Trustee
Association
1100 W. 42nd St.
Indianapolis, IN 46208

¶ Indiana State Library
140 N. Senate Ave.
Indianapolis, IN 46204

Ω Indiana University-Purdue
University at Indianapolis
Indianapolis, IN 46202

Ω Marian College
Indianapolis, IN 46222

AREAS 11-12-14 SOUTHEASTERN INDIANA ALSA

Ω Indiana University-Purdue University
at Indianapolis-Columbus Campus
Columbus, IN 47201

Ω Indiana University Southeast
New Albany, IN 47150

§ Southeastern Indiana ALSA
520 6th St.
Columbus, IN 47201

AREA 13 FOUR RIVERS ALSA

§ Four Rivers ALSA
Room 210, Old Vanderburgh Courthouse
Evansville, IN 47708

AREA 13 FOUR RIVERS ALSA (cont.)

Ω Indiana State University-
Evansville Campus
Evansville, IN 47712

Ω University of Evansville
Evansville, IN 47702

OTHERS WITHOUT A PERMANENT LOCATION

Δ American Society for Information Science-Indiana Chapter

Δ Association for Indiana Media Educators

Δ Indiana Health Science Library Association

Δ Special Libraries Association-Indiana Chapter

Ω Academic institution
§ Library Services Authority
¶ State agency
Δ Library information media association

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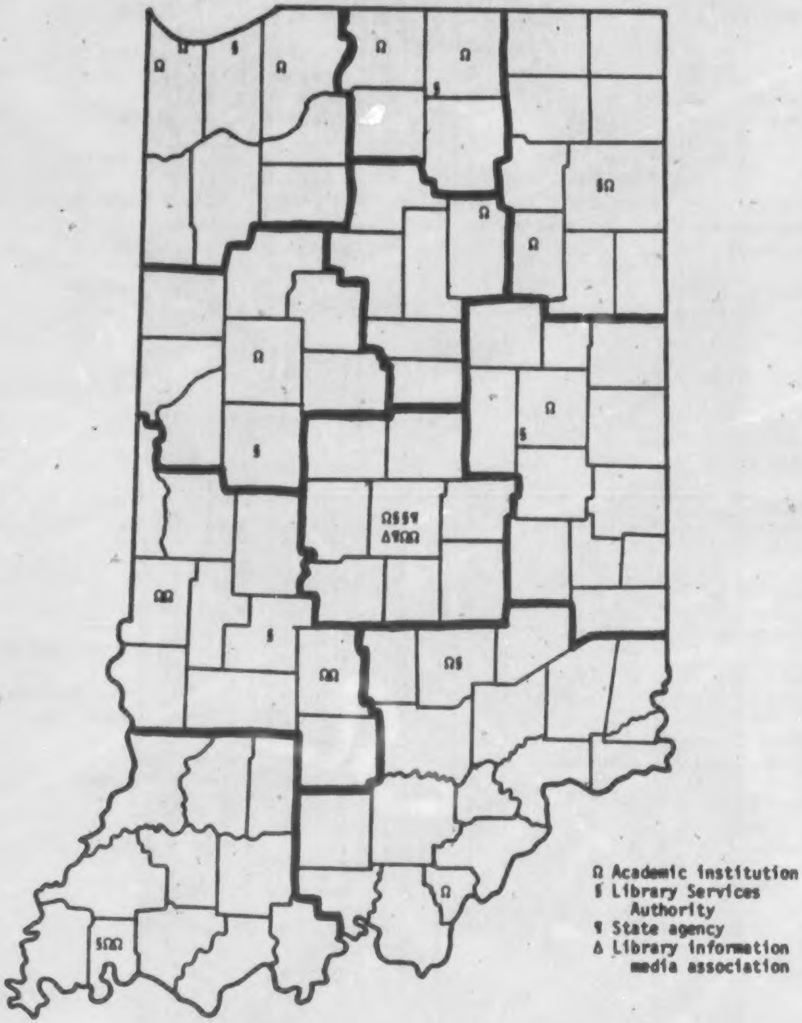
* Included on the chart are those academic institutions, agencies, and associations which recently have offered continuing education opportunities specifically for library information media personnel.

MAJOR PROVIDERS OF CONTINUING LIBRARY INFORMATION MEDIA EDUCATION


Ω Academic institution
§ Library Services Authority
¶ State agency
Δ Library information media association

OBJECTIVES

OBJECTIVE ONE

To have the Indiana State Library accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: Section 6 of IC 4-23-7 charges the Indiana State Library with the responsibility to:

> "...Encourage the development of the library service in Indiana by planning and/or conducting, either independently or cooperatively, such programs of recruiting to the profession; education for librarianship; in-service training, personnel classification, evaluation and utilization; and postgraduate continuing education as may be considered appropriate."

This responsibility is incorporated in the current Indiana Long Range Plan for Library Services.

RECOMMENDED ACTIONS

RECOMMENDED ACTION ONE

Within one year the Indiana State Library adopts as part of its long range plan or as a separate policy the following responsibilities:

1. Identifies and coordinates priorities among continuing library information media education needs of the state.
2. Fulfills the continuing education responsibility as the employing institution for the state library staff.
3. Plans, implements and evaluates statewide continuing education programs based on needs identified in overall library information media planning activity.
4. Assigns staff members to be responsible for continuing education.
5. Provides consultant services in the realm of continuing library information media education for all groups within the state.
6. Provides a link among continuing library information media education programs on the local, state, regional, and national level.
7. Encourages the use of and develops nontraditional methods of continuing education.
8. Coordinates statewide continuing library information media education programs involving those who work in and with libraries.
9. Cooperates with other groups in providing continuing library information media education opportunities.
10. Sponsors special institutes, workshops, seminars, etc., as needed which contribute to statewide library information media development.
11. Selects and maintains a collection of nationally developed learning materials for continuing education programs in Indiana libraries and information/media centers.
12. Establishes and maintains with other continuing library information media education providers a human resource file of potential program resources on specific topics.
13. Disseminates information to the library information

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
State Librarian — 2-3 weeks first year, 1-3 days subsequent years.
Designated Indiana State Library staff — as needed.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Indiana State Library

OBJECTIVES

OBJECTIVE TWO

To have the Department of Public Instruction, Division of Instructional Media, accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: IC 20-1-1 "State Board of Education: Powers" provides for the establishment of the Department of Public Instruction to carry out the powers granted to the State Board of Education. One of the responsibilities mandated to the Department of Public Instruction is:

> "...(c) Media Center, Libraries, and Instructional Materials Centers...
> (2) The licensing of the professional employees manning these centers, libraries or areas..."

The federal law (Public Law 951-561, Section 522(2) ESEA Title VB, Section 404(2)ESEA IV) mandates the Department of Public Instruction to develop a plan for the coordination of in-service and preservice funds and activities. Acceptance of this plan releases federal funds to Indiana.

RECOMMENDED ACTIONS

media community on continuing education activities on a regular basis.

14. Incorporates a statewide plan of continuing education for Indiana library information media personnel in the state's long-range plan for library service.

15. Supports continuing education activities of library information media associations through staff memberships and active participation.

Rationale: It is important for the Indiana State Library, in view of its leadership and statutory mandate, to make a firm commitment to continuing library information media education. In this way the Indiana State Library can not only fulfill its responsibilities but can serve as a model to other library information media institutions and providers in the state.

RECOMMENDED ACTION ONE

Within one year the Department of Public Instruction, Division of Instructional Media, adopts as policies the following responsibilities:

1. Provides consultant services in the realm of continuing education for Indiana school media professionals.
2. Identifies and coordinates priorities of continuing education needs for Indiana school media professionals.
3. Conducts workshops, special institutes, seminars, and in-service training to fulfill needed statewide continuing library information media education priorities.
4. Evaluates individual workshops as well as overall continuing library information media education program.
5. Encourages the use of and develops non-traditional methods of continuing library information media education.
6. Cooperates with other groups in providing continuing library information media education opportunities.
7. Assigns staff to be responsible for continuing library information media education.
8. Fulfills continuing education responsibilities as a division for the Department of Public Instruction staff.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
Director, Division of Instructional Media, Department of Public Instruction — 2-3 weeks first year; 1-3 subsequent years.
Designated Department of Public Instruction, Division of Instructional Media staff — as needed.
Financial:
From Department of Public Instruction, Division of Instructional Media's existing budget.

RESPONSIBILITIES

Department of Public Instruction, Division of Instructional Media

OBJECTIVES

RECOMMENDED ACTIONS

RESOURCE REQUIREMENTS

9. Disseminates information to school library information media community on continuing library information media education and continuing library information media activities on a regular basis.

10. Supports continuing education activities of library information media associations through staff memberships and active participation.

11. Assumes the continuing education responsibility as the employing institution for the Department of Public Instruction, Division of Instructional Media.

Rationale: It is important for the Department of Public Instruction, Division of Instructional Media, especially in view of its leadership and statutory authority to make a firm commitment to continuing library information media education. In this way, the Department of Public Instruction, Division of Instructional Media can not only fulfill its responsibilities but can serve as a model to other school library information media institutions and providers in the state.

OBJECTIVE THREE

To have the individual working in and with libraries accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: The success of the CLIME Plan depends upon individual commitment and personal support for continuing library information media education.

RECOMMENDED ACTION ONE

The individual working in and with libraries and information/media centers including directors, staff, volunteers, trustees, members of Friends of Libraries, etc., continually:

1. Accepts the concept of life-long education in which the learning process is continous and unbroken.
2. Accepts basic responsibility for continued self-development.
3. Accepts responsibility to seek feedback from the organization as to the individual's role in the organization.
4. Assesses personal needs for self-development.
5. Assesses one's role and ability to contribute within both the employing institution and within library information media organizations.
6. Determines personal goals, objectives and strategies for continuing library information media education.
7. Supplies the internal energy and drive for personal development goals.

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
Individuals working in and with libraries — as needed.
Financial:
From individual's gross salary.

RESPONSIBILITIES

Individuals working in and with libraries.

OBJECTIVES

RECOMMENDED ACTIONS

8. Commits personal time and/or money to continuing library information media education.

9. Evaluates continuing library information media education programs.

10. Commits time and energy to the encouragement of and production of continuing library information media education.

11. Assists, encourages, and advances continuing library information media education for those supervised.

12. Becomes involved in interprofessional continuing education planning in communities.

13. Supports continuing education activities of library information media associations through membership and active participation.

14. Participates in a statewide continuing library information media education recognition system when such a system is developed.

Rationale: Although it is difficult to evaluate acceptance, it will be possible to measure an individual's participation in continuing library information media education activities.

RECOMMENDED ACTION TWO

Individuals working in and with libraries and information/media centers annually commit a minimum of 1 percent of their gross salary for their personal growth and continuing library information media education.

Rationale: Included in this 1 percent are organization dues, subscriptions to journals, purchase of materials including books and nontraditional learning kits, tuition and other fees, travel expenses, etc. Because continuing education is of benefit to individual's growth as well as to the institution and the user, the individual should share in the cost of continuing library information media education. In the absence of any formal studies the CLIME Advisory Committee had difficulty in setting the percentage that an individual should spend towards continuing library information media education. The figure of 1 percent was chosen as a minimum amount after sampling a few individuals.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
n/a
Human:
n/a
Financial:
Individuals working in and with libraries — minimum of 1 percent of their gross annual salary.

RESPONSIBILITIES

Individuals working in and with libraries.

OBJECTIVES

OBJECTIVE FOUR

To have the employing institution accept ongoing responsibility for the support, implementation, and coordination of the CLIME Plan.

Rationale: Personnel cost is the largest expenditure of an institution. Because personnel is the most expensive resource, it is vital for the organization to encourage its development. In addition, if this resource is fully developed, it will enhance the ability of the institution to respond to its community's needs.

RECOMMENDED ACTIONS

RECOMMENDED ACTION ONE

Within two years each employing institution in Indiana establishes policies and procedures that address the following responsibilities:

1. Considers continuing education an integral function of the organization in upgrading and developing service programs for clients.
2. Identifies continuing education needs as an outgrowth of long range planning for the benefit of library users. A long range educational program should be established to parallel long range library goals.
3. Fulfills continuing education needs for board members and other employers of librarians.
4. Provides an environment conducive to the development of staff members to their fullest potential.
5. Provides employee with a clear statement of competencies necessary to perform his/her job function/role, delineates standards of performance and provides regular feedback on the level of achievement accomplished by the employee.
6. Acquaints library users with the fact that continuing education for those who work in and with libraries contributes to better service for users.
7. Provides for the operation of a staff development program including released time, tuition reimbursement plans, travel expenses, etc.
8. Operates an in-house program of staff development, that includes evaluation, for personnel at all levels employed in or associated with the library.
9. Institutes a record keeping system as part of employment records for continuing library information media education activities as one aspect of staff evaluation.
10. Cosponsors continuing library information media education activities with other groups.
11. Supports continuing education activities of library information media associations through institutional membership and active participation. All library staff members should belong to some outside employment-related association.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
Administration of employing institutions — 2-3 weeks.
Governing boards of employing institutions — as needed.
Designated staff of employing institutions — 4-6 weeks.
Financial:
From existing budgets of employing institutions.

RESPONSIBILITIES

Administration of employing institutions
Governing boards of employing institutions

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	12. Provides an opportunity for the staff at all levels of the organization to have input to the staff development program. Rationale: Continuing library information media education should be conceptualized as a subsystem of the total organizational system and included in the institution's policy statements.	
	RECOMMENDED ACTION TWO Beginning with the second year each employing institution in Indiana annually commits a minimum of 1 percent of the institution's annual budget in support of continuing library information media education. Rationale: Included in this 1 percent are organization dues, release time for employees to participate in continuing library information media education activities, travel expenses for continuing library information media education activities, registration fees or tuition, honorariums to presenters for in-service training, salaries of staff development personnel, etc. Because continuing education is of benefit not only to the individual, but to the institution and indirectly to the user as well, the institution should share in the cost of continuing library information media education. The figure of 1 percent was chosen as a minimum amount after surveying representatives of academic and public libraries. (See ROLES — RESPONSIBILITIES — RESOURCES OVERVIEW, page 30.) Note: Annual budget as it applies to school media centers refers to the annual budget of the media center.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Supplies as needed. Human: Administration of employing institutions — 1-2 days annually. Governing boards of employing institutions — 1-2 days annually. Designated staff — as needed. Financial: From employing institutions' annual budgets. RESPONSIBILITIES Administration of employing institutions Governing boards of employing institutions Designated staff of employing institutions
OBJECTIVE FIVE To have the Area Library Services Authorities (ALSAs) accept ongoing responsibility for the support and implementation of the CLIME Plan. Rationale: One of three basic responsibilities assigned to ALSAs in Rule II Plan for the Development of Area Library Services Authorities is continuing education. In addition, the ALSAs as a result of their geographic location are in a good position to provide and support continuing library information media education activities.	RECOMMENDED ACTION ONE Within two years the governing boards of each ALSA include in their long range plans the following responsibilities: 1. Conduct on a regular basis a needs assessment survey identifying continuing education needs for the library information media community within the ALSA including the utilization of materials and tools recommended by the CLIME Advisory Committee and/or Staff Development Committee. 2. Fulfill the continuing education responsibility as the employing agency for the ALSA staff and board members. 3. Offer consulting help to local library units to develop	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: ALSA Board of Directors — 1-3 days/annually. ALSA Administrators — 3-5 days first year; 1-2 days subsequent years. ALSA member staff — as needed. Financial: From ALSA's annual budgets.

OBJECTIVES

RECOMMENDED ACTIONS

and implement continuing library information media education programs.

4. Encourage the use of and develop non-traditional methods of continuing library information media education for local use, as well as for sharing and exchange.
5. Conduct continuing library information media education activities for staff and board members of area libraries which contribute to local and area library goals and objectives.
6. Cosponsor continuing library information media education activities with other groups.
7. Evaluate continuing library information media education opportunities available to the personnel served by the ALSA.
8. Communicate information about continuing library information media education opportunities to the library community with the ALSA and to the Indiana State Library.
9. Support continuing education activities of library information media associations through staff memberships and active participation.
10. Provide an opportunity for the ALSA member librarians to have input to the continuing library information media education program.

Rationale: It is important for the ALSAs, in view of their leadership role, to make a firm commitment to continuing library information media education. In this way the ALSAs can not only fulfill their responsibilities but can serve as a model to library information media institutions and providers in the state.

RESOURCE REQUIREMENTS

RESPONSIBILITIES

ALSA Board of Directors
ALSA Administrators
ALSA member staff

RECOMMENDED ACTION TWO

Each ALSA annually commits a minimum of 25 percent of its annual budget to fulfill their continuing library information media education responsibilities (See RECOMMENDED ACTION ONE above).

Rationale: Included in this 25 percent are organizational dues, workshop costs including speakers, publicity releases for continuing library information media education, staff consultations, development of non-traditional learning kits,

Facility/Equipment/Supplies:
Use of existing facilities and equipment.
Supplies as needed.
Human:
ALSA Board of Directors — 1-5 days annually.
ALSA Administrators — 25 percent of their time.

OBJECTIVES

OBJECTIVE SIX

To have the Indiana Cooperative Library Services Authority (INCOLSA) accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: Prior to its establishment, the following were among the suggested objectives for INCOLSA.

> "Objective 3. To make more effective use of Indiana's library personnel.
>
> Goal 3a. To reduce duplication of effort in libraries.
>
> Goal 3b. To share expertise on on a State-wide basis.
>
> Goal 3c. To promote in-service training to upgrade skills."[9]

These objectives are still among those being pursued by INCOLSA.

RECOMMENDED ACTIONS

portion of staff time devoted to continuing library information media education, survey of ALSA members, etc. Because continuing education is one of the ALSA's three prime responsibilities, it is important that a large portion of the ALSA budget is expended towards continuing library information media education. The figure of 25 percent was chosen as a minimum amount after surveying representatives from the ALSAs in regard to their current expenditures (See ROLES — RESPONSIBILITIES — RESOURCES, OVERVIEW, p. 29.)

RECOMMENDED ACTION ONE

Within two years the governing board of INCOLSA includes in its long range plan the following responsibilities:

1. Fulfills the continuing education responsibility as the employing agency for INCOLSA staff and board members.
2. Encourages the use of and develops non-traditional methods of continuing library information media education.
3. Conducts continuing library information media education activities for staff and board members of member institutions.
4. Cosponsors continuing library information media education activities with other groups.
5. Evaluates continuing library information media education opportunities offered by INCOLSA.
6. Communicates information about continuing library information media education opportunities to INCOLSA members and to the Indiana State Library.
7. Supports continuing education activities of library information media associations through staff memberships and active participation.

Rationale: Because of INCOLSA's expertise in library automation and networking, their continuing library information media education activities are essential to the success of a unified CLIME Plan for Indiana. Library automation is an area that has been identified by respondents to existing needs surveys as one of importance to Indiana's library information

RESOURCE REQUIREMENTS

Financial:
From ALSA's annual budgets.

RESPONSIBILITIES

ALSA Board of Directors
ALSA Administrators
ALSA member staff

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
INCOLSA Board of Directors — 1-3 days/annually.
Executive Director, INCOLSA — 3-5 days first year; 1-2 days subsequent years.
INCOLSA member staff — as needed.
Financial:
From INCOLSA's existing budget.

RESPONSIBILITIES

INCOLSA Board of Directors
Executive Director, INCOLSA
INCOLSA member staff

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[9] Barbara Evans Markuson, COBICIL Project Director. The Indiana Cooperative Library Services Authority - A Plan for the Future. Final Project Report of the Cooperative Bibliographical Center for Indiana Libraries (COBICIL) Feasibility Study. (Indianapolis: Indiana State Library, 1974), p. 114.

OBJECTIVES

OBJECTIVE SEVEN

To have the Indiana library information media associations accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: The associations have a responsibility to meet the continuing education needs of their profession. How well they accomplish this goal often determines their membership growth potential.

RECOMMENDED ACTIONS

media personnel. It is important for INCOLSA to make a firm commitment to the CLIME Plan.

RECOMMENDED ACTION ONE

Within two years each of the library information media associations adopts as part of their long range plan or as a separate policy the following responsibilities:

1. Identifies continuing library information media education needs as an outgrowth of association planning and program development.
2. Assists in setting standards and guidelines as well as evaluating continuing library information media education programs.
3. Encourages members to participate in continuing library information media education programs.
4. Identifies continuing library information media education experts among the membership and encourages use of their abilities.
5. Commits conference time and resources to continuing library information media education.
6. Conducts workshops, seminars, institutes, etc., with existing members as the target audience. Focus on quality programs that can best be provided on a statewide basis.
7. Justifies continuing education for those who work in and with library and information/media centers to the Indiana State Legislature to ensure adequate support for such activities.
8. Provides a communication channel for dissemination of information about continuing library information media education opportunities both to association members and to the Indiana State Library.
9. Cosponsors continuing library information media education activities with other groups.
10. Encourages the use of and develops non-traditional methods of continuing library information media education for use by association members, as well as for sharing and exchange.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
Use of existing facilities, equipment, and supplies.
Human:
Executive Directors, officers and members of Indiana library information media associations — 2-3 weeks first year; 7-10 days subsequent years.
Financial:
From annual budgets of Indiana library information media associations.

RESPONSIBILITIES

Executive Director and/or officers of Indiana library information media associations
Members of Indiana library information media associations

OBJECTIVES

RECOMMENDED ACTIONS

RESOURCE REQUIREMENTS

Rationale: The state's library information media associations have been the traditional forum for continuing education on a statewide basis. As the continuing education needs of the members and potential members of these associations become more diverse and more sophisticated, these associations must continue to take a leadership role in providing quality continuing education opportunities.

RECOMMENDED ACTION TWO

Beginning with the second year each Indiana library information media association annually commits a minimum of 50 percent of its annual budget to continuing education activities.

Rationale: Included in this 50 percent are workshop costs including speakers, conference costs, publicity releases, publications of journals featuring continuing library information media education activities, development of non-traditional learning kits, portion of staff time devoted to continuing library information media education, survey of members' needs, etc. Since the major responsibility of professional associations is continuing library information media education, it is therefore reasonable that at least 50 percent of their funds are expended on continuing library information media education. The figure of 50 percent was chosen as a minimum amount after surveying representatives of the associations in regards to their current expenditures.

Facility/Equipment/Supplies:
  Use of existing facilities and equipment.
  Supplies as needed.
Human:
  Executive Director and/or officers of Indiana library information media associations — according to needs of individual association.
  Members of Indiana library information media associations — according to needs of individual association.
Financial:
  From Indiana library information media associations' annual budgets.

RESPONSIBILITIES

Executive Director and/or officers of Indiana library information media associations
Members of Indiana library information media associations

OBJECTIVE EIGHT

To have the library information media education institutions in Indiana accept ongoing responsibility for the support and implementation of the CLIME Plan.

Rationale: Although the primary function of these institutions is to provide the basic formal education for initial entry into library information media positions, these educational institutions should emphasize the importance of life-long learning. With the rapid advances in the library information media profession it is imperative that educators impress upon

RECOMMENDED ACTION ONE

Within two years each of the library information media education institutions within Indiana adopts as part of their long range plan or as a separate policy the following responsibilities:

1. Prepares individuals for competence in library information media positions at all levels through formal programs of study--two year, undergraduate, graduate, and postgraduate programs.

2. Alerts students to the concept of life-long education and their responsibilities for continuing library information media education.

Facility/Equipment/Supplies:
  Use of existing facilities, equipment, and supplies.
Human:
  Institutional governing boards — as needed.
  Deans and department heads of library information media programs — 2-3 weeks first year; 2-3 days subsequent years.
  Faculty members of library information media departments — 2-3 weeks first year; 2-3 days subsequent years.
Financial:
  From Indiana library information media education programs' annual budgets.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
their students that formal education is only a beginning point of the continuing education process. Because of the level of the expertise and resources available in these educational institutions, it is desirable that these institutions play an active role in providing continuing education opportunities above and beyond entry level education preparation.	3. Emphasizes, throughout formal course structure, the continuing education responsibilities of administrators and supervisory staff. 4. Encourages staff participation in continuing library information media education as users and providers. 5. Creates and funds faculty positions specializing in continuing library information media education. 6. Helps in training continuing library information media specialists for the field. 7. Provides consultant services. 8. Aids in the evaluation of existing opportunities for continuing library information media education. 9. Produces and evaluates quality programs and courses aimed at meeting the identified needs of the library information media graduate. 10. Develops, disseminates, encourages use of, and evaluates innovative non-traditional learning activities including videotape programs, correspondence courses, programmed learning packages, programs offered through the Indiana Higher Education Telecommunication System, etc. 11. Cosponsors continuing library information media education activities with other groups. 12. Assists with continuing library information media programs within their ALSA areas. 13. Prepares and distributes learning resources which contribute to the continuing library information media education of individuals. 14. Encourages, generates, produces, and disseminates research which enhances the existing body of knowledge embraced within librarianship. 15. Offers specialists or sixth year programs to fill in gaps or build on strengths of graduates of fifth year programs in a formal course setting. 16. Offers non-credit or optional credit programs in conjunction with the continuing studies division of their school.	RESPONSIBILITIES Institutional governing boards Deans and department heads of library information media programs Faculty members of library information media departments

OBJECTIVES

RECOMMENDED ACTIONS

17. Accepts responsibility for seeing that there is a wide geographic distribution of continuing library information media education.

Rationale: In an educational environment only those programs that have been accepted as a part of the institution's role and responsibility will receive adequate funding. Therefore it is essential that each institution address its continuing education responsibility.

RECOMMENDED ACTION TWO

Beginning with the second year each Indiana library information media education institution commits 5 percent of its annual budget to the support of continuing library information media education activities.

Rationale: Included in this 5 percent are workshop costs including in-kind speakers, publicity releases, survey of potential participants, development of non-traditional learning kits, consultant services, faculty positions specializing in continuing education, etc. Since the Indiana library information media institutions see continuing education as a secondary responsibility, a minimum of 5 percent of their budget is a modest amount for library information media institutions to spend towards continuing education.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
  Use of existing facilities.
  Equipment and supplies as needed.
Human:
  Institutional governing boards — as needed.
  Deans and department heads of library information media programs — 2-3 days annually.
  Faculty members of library information media departments — 2-3 weeks annually.
Financial:
  From Indiana library information media departments' annual budgets.

RESPONSIBILITIES

Institutional governing boards
Deans and department heads of library information media programs
Faculty members of library information media departments

Note: The work within this section of the Plan is based upon the "Position Paper on Continuing Education, Illinois State Library," Illinois Libraries 60 (March 1978): 314-319.

ROLES-RESPONSIBILITIES-RESOURCES CRITERIA FOR SUCCESS

FIRST YEAR

A. The Indiana State Library adopts as part of its long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

B. The Department of Public Instruction, Division of Instructional Media adopts as part of their policies, responsibilities for continuing education as contained in the CLIME Plan.

C. A majority of individuals working in and with library and information/media centers accept responsibilities for continuing education as contained in the CLIME Plan.

D. A majority of individuals working in and with library and information/media centers commit at least 1 percent of their gross salary for their personal growth and continuing library information media education.

SECOND YEAR

A. The Indiana State Library maintains as part of its long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

B. The Department of Public Instruction, Division of Instructional Media, maintains as part of their policies responsibilities for continuing education as contained in the CLIME Plan.

C. Same as C for the first year.

D. Same as D for the first year.

E. A majority of the employing institutions establish policies and procedures that address their responsibilities for continuing education as contained in the CLIME Plan.

F. A majority of employing institutions commit at least 1 percent of their annual budget in support of continuing library information media education.

G. Seven of the nine ALSAs include in their long range plan responsibilities for continuing education as contained in the CLIME Plan.

H. Seven of the nine ALSAs commit at least 25 percent of their annual budget to fulfill their responsibilities for continuing education as contained in the CLIME Plan.

I. The governing board of INCOLSA includes in its long range plan responsibilities for continuing education as contained in the CLIME Plan.

J. A majority of the Indiana library information media associations adopt as part of their long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

K. A majority of the Indiana library information media associations commit at least 50 percent of their annual budgets to continuing library information media education activities.

L. A majority of the Indiana library information media education institutions adopt as part of their long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

M. A majority of the Indiana library information media education institutions commit 5 percent of their annual budgets to the support of continuing library information media education activities.

THIRD THROUGH FIFTH YEARS

A. Same as A for second year.

B. Same as B for second year.

C. Same as C for first year.

D. Same as D for first year.

E. A majority of the employing institutions maintain policies and procedures that address their responsibilities for continuing education as contained in the CLIME Plan.

F. Same as F for second year.

G. Same as G for second year.

H. Same as H for second year.

I. The governing board of INCOLSA maintains in its long range plan responsibilities for continuing education as contained in the CLIME Plan.

J. A majority of the library information media associations maintain as part of their long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

K. Same as K for second year.

L. A majority of the Indiana library information media education institutions maintain as part of their long range plan or as a separate policy responsibilities for continuing education as contained in the CLIME Plan.

M. Same as M for second year.

COMMUNICATION

GOAL: TO PROVIDE ADEQUATE COMMUNICATION TO ALL INVOLVED WITH CONTINUING LIBRARY INFORMATION MEDIA EDUCATION IN INDIANA IN ORDER TO DEVELOP UNDERSTANDING AND UNITY OF PURPOSE AND TO STIMULATE AND ENCOURAGE COOPERATION.

OVERVIEW

As it pertains to this section of the Plan, communication to all involved with continuing library information media education can be divided into two main categories. One category addresses the exchange of information among providers of continuing library information media education, and the other is concerned with informing potential participants, as well as providers, as to the existence of continuing education activities. Other areas of communication between provider and participant are addressed in the NEEDS ASSESSMENT and EVALUATION portions of the Plan.

In Indiana there has been a lack of communication among the providers of continuing education for library personnel; an atmosphere of cooperation needs to be developed. The formation of the CLIME Advisory Committee has provided a forum for the exchange of information among representatives of major continuing education providers. However, not all of the major providers of continuing library information media education are directly represented on the Committee, nor has much time been devoted to anything other than the development of the Plan. As noted in ORGANIZATION AND ADMINISTRATION, the CLIME Advisory Committee recommends that it be superseded by a subcommittee of the Indiana State Library Advisory Council, the Staff Development Committee. Like the CLIME Advisory Committee, the Staff Development Committee will be limited in membership and will not provide direct representation from each major continuing education provider. While the Indiana Library Association has a Library Education Division (ILA-LED) which includes as one of its objectives the exchange of information, not all of the major providers of continuing education are represented by the membership.

On the national level CLENE has a monthly publication, the CONTINUING EDUCATION COMMUNICATOR!, which lists continuing library education offerings in the United States. CLENE also publishes a DIRECTORY OF CONTINUING EDUCATION OPPORTUNITIES FOR LIBRARY/INFORMATION/MEDIA PERSONNEL which annually lists continuing library education opportunities for library information media personnel in the United States and Canada. Other publications with a regular column or calendar listing major continuing library education opportunities in the United States include: AMERICAN LIBRARIES, COLLEGE AND RESEARCH LIBRARIES NEWS, JOURNAL OF EDUCATION FOR LIBRARIANSHIP, LIBRARY JOURNAL, PUBLISHERS WEEKLY, SCHOOL LIBRARY JOURNAL, SPECIAL LIBRARIES, and WILSON LIBRARY BULLETIN.

The chart on page 48 lists Indiana publications which frequently contain information on continuing library information media education activities. CONTINUING EDUCATION OPPORTUNITIES is the only publication devoted entirely to listing continuing education activities. Other tools used for disseminating information on continuing education activities indluce alumni association newsletters, bulletin boards for public and staff notices, flyers prepared by sponsoring agencies, university and college catalogs for both credit and non-credit course, and by word of mouth.

Rationale: A basic assumption behind all aspects of the Plan is that participation in continuing education improves the performance of library personnel thereby raising the quality of library service provided. With rapidly changing technology and its effect on all concerned, it has become increasingly important that library personnel expand their efforts to keep up-to-date. If library personnel are unaware of continuing education activities or of their importance, then opportunities for improvement are lost.

There are benefits to be realized when continuing education providers communicate with each other. By consulting with each other as to future continuing education activities, providers can increase the likelihood that priority needs of library personnel will be met, ensure that qualified providers meet those needs, and eliminate unnecessary duplication of activities. In addition, regularly established channels of communication will provide the opportunity for continuing education providers to learn from each other. All of these benefits will result in a more cost-effective use of library resources.

INDIANA PUBLICATIONS LISTING CONTINUING EDUCATION ACTIVITIES

Publication	Issuing Source	Frequency	Primary Circulation
* AD LIB	Indianapolis-Marion County Public Library (IMCPL) Staff Association	Bi-weekly	300 to IMCPL Staff Association members; IMCPL retirees; some Indiana libraries.
* AFFAIRS OF STATE	Indiana State Library (ISL)	Monthly	260 to ISL staff; former ISL staff members; some Indiana public libraries; some Indiana colleges and universities.
AIME NEWSLETTER	Association for Indiana Media Educators (AIME)	Irregular	900-1000 to AIME members; subscriptions to libraries.
Area Library Services Authority (ALSA) Newsletters	9 ALSAs	Generally monthly	ALSA member libraries; ISLAC members; selected ISL staff.
THE CHALKBOARD	School of Education, Indiana University	3 times/yr. (Sept., Feb., May)	9,000 to dues paying alumni of School of Education; 300 (Feb. issue) to foreign alumni.
CONTINUING EDUCATION OPPORTUNITIES	Indiana State Library	Bi-monthly (Feb. 15, April 15, etc.)	850 to college and university libraries, public libraries, and public school corporations in Indiana; ALSAs, all state library agencies; individuals.
EXTENSION DIVISION BULLETIN	Indiana State Library	Monthly	750 to Indiana public libraries; president of each Indiana public library board of trustees; ALSAs; Indiana Library and Historical Board; ISLAC; others.
FOCUS ON INDIANA LIBRARIES	Indiana Library Association (ILA) and the Indiana Library Trustee Association (ILTA)	Bimonthly (Jan., March, etc.)	1675-1700 to ILA and ILTA members.
EDUCATOR'S EDITION	Indiana Department of Public Instruction	5 times/yr.	63,000 to all certified employees in Indiana public schools; news media.
INDIANA MEDIA JOURNAL	Association for Indiana Media Educators	Quarterly	900-1000 to AIME members; subscriptions to libraries.
INDIANA SLANT	Indiana Chapter, Special Libraries Association	Quarterly (March, May, Sept., Dec.)	240 to SLA members; individuals; institutions; Presidents of SLA chapters in U.S.
LIBRARY OCCURRENT	Indiana State Library	Quarterly (Feb., May, Aug., & Nov.)	3,028 to public libraries, public library trustees, colleges and universities, and individual public school librarians in Indiana; Indiana Library and Historical Board; ALSAs; ISLAC; all state library agencies; some foreign libraries.

* These are representative of house organs and staff newsletters which are published in large library systems in Indiana.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
OBJECTIVE ONE To create an ongoing awareness of the importance of continuing library information media education among the members of the Indiana library community. Rationale: Because of rapidly changing developments, it is vital that persons in the library information media field be aware of the need to continually upgrade their skills.	RECOMMENDED ACTION ONE The Staff Development Coordinator and designated Department of Public Instruction, Division of Instructional Media staff member make presentations and attend meetings to promote interest in continuing library information media education. Rationale: By the very nature of their positions, personnel in these positions are able to obtain information on new developments in the state, and disseminating the information is an accepted part of their responsibility.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — as needed. Department of Public Instruction, Division of Instructional Media staff — as needed. Financial: From existing budgets of Department of Public Instruction, Division of Instructional Media, and Indiana State Library. **RESPONSIBILITIES** Staff Development Coordinator Department of Public Instruction, Division of Instructional Media staff
	RECOMMENDED ACTION TWO The Staff Development Coordinator writes or solicits articles on the status of and need for continuing library information media education for dissemination in appropriate publications at least annually (See chart on page 48). Rationale: In order to ensure regular publication of articles on continuing library information media education, central coordination and initiative are required.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — 3-5 days. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Staff Development Coordinator Major continuing library information media education providers and participants
	RECOMMENDED ACTION THREE The Staff Development Coordinator submits an activity and progress report on continuing library information media educa-	Facility/Equipment/Supplies: Use of existing facilities, equip-

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	tion to the editors of the major Indiana library information media journals and newsletters at least annually. Rationale: A scheduled report on the progress being made in continuing library information media education is necessary to keep providers and participants up-to-date. In addition, this type of report is necessary for evaluation.	ment, and supplies. Human: Staff Development Coordinator — 2-5 days. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Coordinator Journal and newsletter editors
	RECOMMENDED ACTION FOUR The Staff Development Coordinator continually prepares information for distribution through appropriate administrative and legislative channels to keep legislators and other relevant public officials informed of the library community's continuing library information media education needs which are pertinent to legislative decisions. Rationale: The full potential of the CLIME Plan cannot be realized without adequate legislative support. Responsible public officials need information on which to base their decisions.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — 2-5 days. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Coordinator Legislators and other public officials
OBJECTIVE TWO To continually make the library community aware of continuing education opportunities that are available in Indiana. Rationale: The success of the CLIME Plan ultimately depends upon the level of participation. Members of the library community cannot participate if they are unaware of the opportunities.	RECOMMENDED ACTION ONE The Staff Development Coordinator develops a communication network which maintains regular contact with the following: 1. Professional association leaders (local, state and regional) and editors of appropriate publications. 2. Library information media instructors. 3. Special groups which may become involved with continuing library information media education. 4. Continuing education professionals in higher education. 5. Continuing Library Education Network and Exchange (CLENE) staff members.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human Staff Development Coordinator — 12-24 days annually. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Coordinator Professional association leaders

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	6. Regional and state cooperative staff. 7. Department of Public Instruction, Division of Instructional Media staff. Rationale: If adequate continuing library information media information and understanding is to be maintained, two way communication with library personnel, trustees, and special interest groups is necessary.	Library information media instructors Special groups with continuing library information media education responsibilities Continuing education professionals in higher education CLENE staff members Regional and state cooperative staff Department of Public Instruction, Division of Instructional Media staff
	RECOMMENDED ACTION TWO The Indiana State Library staff compiles and distributes a monthly calendar of continuing library information media education opportunities. Rationale: Continuing education opportunities need to be communicated in a current written format.	Facility/Equipment/Supplies: Stencils — $.50 x 8 pages = $4.00/issue. Ink — 6 tubes x $6.24 (cost/tube) = $37.44/year. Paper (24 lb.) — 4 sheets x 800 copies ÷ 500 (a ream) x $3.72 (cost/ream) = $6.40/issue. Envelopes (9x12 clasp) — 750 envelopes ÷ 1000 x $44.20 (cost/1000) = $33.15/issue. Postage — 750 envelopes x $.04 bulk rate = $30.00/issue. Use of existing facilities and equipment. Human: Indiana State Library staff member — 3-8 days/issue. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Coordinator Other Indiana State Library staff
	RECOMMENDED ACTION THREE Indiana State Library staff develops and maintains a list of continuing library information media education products, e.g. correspondence and home study courses; library science courses in junior, four-year, and graduate institutions; multi-media learning packages; audio or video recorded in-instruction tapes; programmed learning manuals, etc.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	Rationale: Such a record would aid continuing library information media education providers in meeting continuing education needs of individuals.	Human: Indiana State Library staff — 1-1½ weeks annually. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Indiana State Library staff
	ALTERNATIVE ACTION The Indiana State Library staff compiles and distributes a bimonthly calendar of continuing library information media education opportunities. Rationale: Because of time and funding constraints, the Indiana State Library may be unable to publish a monthly calendar. Although not as current as a monthly calendar, a bimonthly calendar would serve as a tool for communicating continuing education opportunities. (Note: The estimated average number of sheets for a bimonthly issue is six instead of the four estimated for a monthly issue.)	
OBJECTIVE THREE To continually encourage and promote communication between providers of continuing library information media education in Indiana. Rationale: Communication between providers of continuing library information media education will ensure that priority needs are met and eliminate unnecessary duplication. In addition, the exchange of information on continuing library information media education should result in a higher quality of offerings.	RECOMMENDED ACTION ONE The Indiana State Library annually calls a meeting of major continuing library information media education providers to review issues, needs, problems, and resources relating to continuing library information media education. The Staff Development Committee annually recommends the host and chairperson for the meeting. Rationale: At the present time there is no organized regular communication among providers of continuing library information media education in the state of Indiana. A regularly scheduled meeting will ensure an opportunity for communication and coordination.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Committee — 1-2 days annually. Major continuing library information media education providers — 1 day annually. Financial Travel borne by participants. Mailing costs to come from Indiana State Library's budget. RESPONSIBILITIES Indiana State Library Staff Development Committee Major continuing library information media education providers

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	RECOMMENDED ACTION TWO The Indiana State Library staff continually develops a resource collection of continuing education materials and supporting materials including community needs assessments with particular emphasis being given to continuing library information media education. Rationale: The resource collection would provide for the existence of a broad range of information in one location and would encourage activity.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library's budget. Human: Indiana State Library staff — as needed. Financial: From Indiana State Library's budget. **RESPONSIBILITIES** Indiana State Library staff
	RECOMMENDED ACTION THREE Within two years the Indiana State Library staff develops a human resource file of potential continuing library information media education program resources on specific topics. Rationale: Because of the difficulty in locating qualified presenters of continuing library information media education, the development of a human resources file would aid all providers in locating specialists and experienced practitioners to use as continuing library information media education resources.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — 2-3 weeks the first two years; 7-10 days subsequent years. Major continuing library information media education providers — 1 day annually. Financial: From Indiana State Library's budget. **RESPONSIBILITIES** Indiana State Library staff Major continuing library information media education providers

FIRST YEAR

A. The Staff Development Coordinator and designated Department of Public Instruction, Division of Instructional Media staff member are available to make presentations and attend meetings to promote interest in continuing library information media education.

B. The Staff Development Coordinator writes or solicits at least two articles on the status and need for continuing library information media education for dissemination in appropriate publications annually.

C. The Staff Development Coordinator submits an activity and progress report on continuing library information media education to the editors of the major Indiana library information media journals and newsletters.

D. The Staff Development Coordinator prepares information for distribution through appropriate administrative and legislative channels to keep legislators and other relevant public officials informed of the library community's continuing library information media education needs which are pertinent to legislative decisions.

E. The Staff Development Coordinator develops a communication network.

F. The Indiana State Library staff compiles and distributes a monthly calendar of continuing library information media education opportunities.

G. A meeting of major continuing library information media education providers is held.

H. The Indiana State Library staff develops a collection of continuing education materials and supporting materials.

SECOND THROUGH FIFTH YEARS

A-H Same as for the first year.

I. The Indiana State Library staff develops a human resource file of at least fifty individuals capable of providing continuing library information media education programs upon request.

RECOGNITION

GOAL: TO ESTABLISH A PROCEDURE TO RECOGNIZE PROVIDERS AND PARTICIPANTS OF QUALITY CONTINUING LIBRARY INFORMATION MEDIA EDUCATION.

OVERVIEW

The purposes for implementing a continuing education recognition system are: 1) to recognize, encourage, and support personnel who participate in continuing education activities, and 2) to emphasize the importance of developing significant opportunities for practitioners.[10] Four components are generally included in a continuing education recognition system: 1) guidelines or standards for quality continuing education, 2) a monitoring and approval system for continuing education activities, 3) a record keeping system for participation in continuing education and 4) a means of recognizing the individual who has achieved the requirements of the program.[11]

The most widely used unit of measurement in various professions' continuing education recognition systems is the continuing education unit (CEU). A CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. The CEU had its beginnings in 1968 when, at the request of interested individuals, the National University Extension Association Board of Directors appointed a committee to study the definition of a unit of extension credit and the development of criteria and formats by which these credits could be earned.[12] Later in that same year a National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education was held.[13] It was out of the interest expressed at this conference that a National Task Force to determine the feasibility of a uniform unit of measurement and to develop a proposal for such a unit was formed.[14] Criteria and guidelines for the continuing education unit prepared by the National Task Force were published in 1970.[15] In 1977 the Council on the Continuing Education Unit was incorporated as a non-profit educational membership association by members of the National Task Force on the Continuing Education Unit with the encouragement of the National University Extension Association, the Educational Testing Service and other organizations.[16]

A review of CONTINUING EDUCATION OPPORTUNITIES published by the Indiana State Library revealed that recognition in the form of continuing education units (CEUs) was granted to 7 percent of the activities listed in the Dec. 15, 1978 through Oct. 15, 1979 issues with CEUs being granted for 13 percent of the activities occurring in Indiana. Fifty-eight percent of those CEUs listed for Indiana activities were offered by Continuing Studies Divisions connected with colleges or universities and 42 percent were offered for attendance at Central Indiana Area Library Services Authority workshops.

Other types of rewards associated with participation in continuing education for library information media personnel and trustees are in the form of incentives such as release time, release time off with pay, payment of registration fees, promotions, job diversification, etc. There has been no survey conducted to determine the extent to which incentives are available for participation in continuing education within Indiana libraries and information/media centers. In general, however, it is thought that library information media personnel and trustees in Indiana receive little recognition for participation in continuing education activities.

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[10] Stone, Model Continuing Education Recognition System, vol. 1, chap. 6, p.67.

[11] Susan A. Cady, Project Coordinator, Coordinating Continuing Education for Library/Media/Information Personnel: A Plan for Pennsylvania (Harrisburg, Pennsylvania: State Library of Pennsylvania, 1979), p. 17.

[12] The National Task Force on the Continuing Education Unit, The Continuing Education Unit Criteria and Guidelines (Washington, D.C.: National University Extension Association, 1974), p.22.

[13] Ibid.

[14] Ibid.

[15] Ibid, p. 23.

[16] Council on the Continuing Education Unit, Criteria and Guidelines for Use of the Continuing Education Unit, rev. ed. (Silver Spring, Maryland: The Council on the Continuing Education Unit, 1979) p. 1.

Many states require professionals to continue their education in order to be licensed or certified. A chart published in the September 4, 1979 issue of The Chronicle of Higher Education lists sixteen professions which have mandatory continuing education requirements in some states. (See Appendix C.) The field of library science is not listed on the chart. A review of the literature, however, reveals that at least three states, Michigan, South Dakota, and Wisconsin, have instituted some sort of continuing education recognition system for library information media personnel. The systems in South Dakota and Michigan include mandatory provisions for recertification.

In 1976-1977 the Graduate Department of Library and Information Science of the Catholic University of America and the Continuing Library Education Network and Exchange (CLENE) conducted a research project, sponsored by the U.S. Office of Education, to develop a model for a recognition system for library information media personnel. More than one thousand practitioners from a broad range of backgrounds and geographic locations were given the opportunity to provide input to the study through discussion groups, interviews, direct correspondence, information contracts and meetings.[17] At the completion of the study in October 1977 a Model Continuing Education System in Library and Information Science Including Provision for Nontraditional Studies and Development of a Prototype for Home Study Programs was published and a Task Force was established by CLENE to develop a plan for implementation of a recognition system.[18] In June 1978, a national conclave of leaders in the profession was held to discuss the recognition system developed by CLENE.[19] Since that time CLENE has been awarded a grant from the U.S. Office of Education to develop criteria and guidelines for quality of continuing education in the library media information profession.[20] Although the trend has been toward mandatory continuing education recognition systems in other professions, the model developed by CLENE is for a voluntary system with the decision to participate remaining with the individual. CLENE's model recognition system requires the individual to earn 120 contact hours over a three year period.

Rationale: Learning is a lifetime activity. Participation in a continuing education recognition system would enhance the learning process by:

* Recognizing, encouraging, and supporting individuals who strive to advance their skills and knowledge.

* Demonstrating publicly the profession's willingness and ability to upgrade the competency of its members.

* Providing incentive for the additional acquisition of knowledge.

* Assisting the profession in meeting identified needs by continuing education offerings.

* Providing a vehicle to record continuing education activities of members.

* Increasing the awareness of library information media administrators as to the importance of library information media personnel and trustees continuing to learn.[21]

Although other types of rewards are important for motivating individuals to participate in continuing education, the goal in this section has been limited to the establishment of a state continuing education recognition system while other parts of the Plan, primarily ROLES-RESPONSIBILITIES-RESOURCES address provision of rewards and incentives on a local level.

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[17] Stone, Model Continuing Education Recognition System, vol. 1, chap. 2, p. 1.

[18] James A. Nelson, Recognition for Your Continuing Education Accomplishments. (Washington, D.C.: The Continuing Library Education Network and Exchange, 1979), p. 4.

[19] Ibid.

[20] "CLENE Awarded Two Title II-B Grants from USOE," CLENEXCHANGE, 4 June 1979, p. 1.

[21] Stone, Model Continuing Education Recognition System, Executive Summary-11.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
OBJECTIVE ONE To establish guidelines for quality continuing library information media education within the first three months after acceptance of the CLIME Plan. These guidelines should be reviewed annually. The guidelines to be developed would include both administrative criteria and program criteria. Rationale: The establishment and promotion of guidelines should aid a provider in producing quality offerings meeting genuine educational needs of participants and should result in a higher quality of continuing library information media education offerings in Indiana.	RECOMMENDED ACTION ONE Within the first three months after acceptance of the CLIME Plan, the Staff Development Committee reviews *A Program for Quality in Continuing Education for Information, Library, and Media Personnel: Policy Statement, Criteria for Quality and Provider Approval System* (Washington, D.C.: 1980) developed by the National Council on Quality Continuing Education for Information, Library, Media Personnel as part of a U.S. Office of Education grant awarded to CLENE. Following review of the above policy statement and criteria for quality, the Staff Development Committee adopts state guidelines for quality continuing library information media education. Annual review and revision is necessary. Rationale: The National Council on Quality Continuing Education for Information, Library, Media Personnel is comprised of qualified leaders from relevant and concerned groups selected from a cross section of the profession and includes specialists in adult education, educational technology, state agency representatives, etc. In light of limited financial resources and the expertise assembled by CLENE for the project, it would not be advantageous to Indiana's library information media personnel to redevelop initial guidelines. As explained in the rationale for Objective IV, which follows, it is to the benefit of library information media personnel in Indiana for the criteria adopted to be compatible with national standards.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Staff Development Committee — 1-3 days annually. Staff Development Coordinator — 2-4 days annually. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Committee Staff Development Coordinator
	RECOMMENDED ACTION TWO Within three months after the Staff Development Committee approves the guidelines, the Staff Development Coordinator supervises the distribution of the approved guidelines, including publication in appropriate periodicals and dissemination to major continuing library information media education providers. Rationale: The guidelines for quality continuing library information media education cannot be of value if the appropriate organizations are not aware of them.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Staff Development Coordinator — 2-5 days. Financial: From Indiana State Library's existing budget. RESPONSIBILITIES Staff Development Coordinator

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	ALTERNATIVE ACTION The Staff Development Committee develops alternative guidelines for quality continuing library information media education and asks that library organizations distribute the guidelines to their memberships.	
OBJECTIVE TWO To provide within three years a system to monitor and approve continuing library information media education activities. The approval system should include a means of assigning units of measurement such as CEUs or contact hours to continuing library information media activities. Rationale: The approval of activities based upon guidelines for quality would assist those involved with library information media service in identifying quality opportunities, thereby providing motivation for providers to meet the guidelines in order to gain formal recognition.	**RECOMMENDED ACTION ONE** Within three years, the Staff Development Committee develops and implements a system to monitor and approve offerings in advance of their presentation using the guidelines established for quality continuing library information media education as well as taking into account any relevant systems developed by CLENE and/or other existing continuing education monitoring and approval systems. Rationale: A system must be established within the state to guarantee uniformity and fairness to all participants. Quality control can only be retained throughout the system when one agency monitors and approves specific programming and continuing education activities. The action will also ensure compatibility with the national system.	Facility/Equipment/Supplies: Use of existing facilities and equipment of the Indiana State Library. Human: Staff Development Committee: Development — 7-10 days per year. Implementation — time dependent upon the requirements of the system. Staff Development Coordinator Development — 15-20 days per year. Implementation — time dependent upon the requirements of the system. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Staff Development Committee Staff Development Coordinator
	RECOMMENDED ACTION TWO Within one year after a system to monitor and approve continuing library information media education programs in advance of their presentation has been established, the Staff Development Committee develops and implements a system for granting recognition to programs and continuing education endeavors that have not previously been approved but are worthy of recognition, taking into account any record keeping system developed by CLENE and/or other existing continuing education record keeping systems. Rationale: It is not realistic to expect that all continuing library information media education activities deserving of recognition can be approved in advance. Such activities should be consistent with recommended guidelines established by the Staff Development Committee.	Facility/Equipment/Supplies: Development — use of Indiana State Library's existing facilities, equipment, and supplies. Implementation — equipment and supplies dependent upon requirements of the system. Human: Development — Staff Development Committee — 3-7 days. Staff Development Coordinator — 21-30 days. Implementation — time dependent upon the requirements of the system.

OBJECTIVES

RECOMMENDED ACTIONS

ALTERNATIVE ACTION

Since it is imperative for a recognition system to be developed with a monitoring and approval system as a major component, the Staff Development Committee finds a means to develop such a system.

RESOURCE REQUIREMENTS

Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Staff Development Committee
Staff Development Coordinator

OBJECTIVE THREE

To formulate within four years a process to record an individual's participation in continuing library information media education.

Rationale: A continuing education record keeping system would:

- Provide records of participation in continuing education activities to participants, and others they may designate such as employers, through a standard system of recording, storage and retrieval.
- Permit accumulation, updating, and transfer of continuing education records of an individual from institution to institution.
- Expedite record keeping for pracitioners who move from state to state, are in Federal service, or whose continuing education may be in different states.
- Provide a mechanism for recording participants' participation in continuing education offerings of

RECOMMENDED ACTION ONE

The Indiana State Library establishes a procedure within one year to record CEUs for individuals participating in continuing library information media education activities. It is the responsibility of the individual to register CEUs with the Indiana State Library. Employing libraries may also wish to keep continuing education records of their employees.

Rationale: The following paragraph explains the desirability of using CEUs as a measurement for participating in continuing library information media education activities:

> The CEU was developed as a uniform unit of measurement to assist in the "accumulation" and "exchange" of standardized information about participation in noncredit continuing education. A unique feature of the CEU is its use by a wide variety of recognized sponsors. The term "recognized sponsors" means any body or organization that conducts an ongoing series of educational programs and adheres to the CEU criteria established by the then National Task Force.

Another unique characteristic is the adaptability of the CEU to all existing forms of noncredit continuing education. For example:

- It is easily applied to any recognizable "level" of continuing education ranging from post-secondary to post-doctoral.

Facility/Equipment/Supplies:
1 — 4 drawer vertical file cabinet
Necessary supplies drawn from Indiana State Library and the Department of Public Instruction, Division of Instructional Media.
Human:
Indiana State Library staff — total 8-12 hours per week.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Indiana State Library staff
Participants in continuing library information media education activities

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OBJECTIVES

local, state, regional, national, and international associations.

- Facilitate surveys, evaluation, and research in continuing education. For example, it would be possible to show how various geographical areas of the country are served; it would provide a profile of the characteristics of library information media personnel who participate in continuing education; it would provide information regarding gaps in program offerings.[22]
- Provide summary records of participation in continuing education programs.

RECOMMENDED ACTIONS

- It is easily applied to all existing forms of continuing education, including independent study programs.
- The value of the CEU is judged at the point at which recognition is sought by the participant.[23]

Since CEUs are recognized nationally, any record keeping system developed by Indiana should include them. The recording of CEUs in one central place will facilitate individuals and others in retrieving records. As the administrator of the CLIME Plan, the Indiana State Library was deemed to be the logical agency to be responsible for the collection of records.

RECOMMENDED ACTION TWO

The Indiana State Library establishes a procedure within three years to record contact hours (or whatever unit of measurement Indiana elects) earned by participants of approved continuing library information media education activities.

Rationale: Within three years the Indiana State Library's monitoring and approval system of continuing library information media education activities should be in existence, and it will be necessary to keep a record of the contact hours (units of measurement) earned by participants.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
1 — 4 drawer vertical file cabinet
Necessary supplies drawn from Indiana State Library and the Department of Public Instruction, Division of Instructional Media.
Human:
Indiana State Library staff — total 12-15 hours per week.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Indiana State Library staff
Participants in continuing library information media education activities

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[22] Stone, Model Continuing Education Recognition System, vol. 1, chap. 7, p. 20.

[23] Ibid., vol. 1, chap. 3, p. 20.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	ALTERNATIVE ACTION ONE The Staff Development Committee recommends that individuals not desiring to record CEUs with the Indiana State Library should nonetheless record them with institutions or agencies which grant such credit. **ALTERNATIVE ACTION TWO** The Staff Development Committee recommends that individuals participate directly in such national record keeping as may be developed by CLENE. Rationale: CLENE anticipates that individuals will be able to participate directly in a national record keeping system.	
OBJECTIVE FOUR To establish a means of recognizing the individual who participates in continuing library information media education activities on a regular basis. Rationale: It is important to encourage and support individuals who strive to advance their skills and knowledge because they are upgrading the competency of the profession. Like all other professions library science does not remain stagnant nor do the skills required of an individual remain fixed.	**RECOMMENDED ACTION ONE** Within four years the Staff Development Committee develops and implements a program whereby individuals who earn a minimum number of contact hours (units of measurement) within a given period of time are formally recognized. Rationale: By granting formal recognition for participation in continuing library information media education, the Indiana State Library demonstrates its commitment to the ideal of continual upgrading of professional skills.	Facility/Equipment/Supplies: Necessary supplies drawn from Indiana State Library. Human: Staff Development Committee — 1-2 days. Indiana State Library staff — 2-10 hours/week. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Staff Development Committee Indiana State Library staff
OBJECTIVE FIVE To integrate Indiana's Continuing Education Recognition System with any national system which may be established. Rationale: Some of the reasons for this integration would be to: * Facilitate the recognition of participation in continuing education among geographic regions	**RECOMMENDED ACTION ONE** The Staff Development Committee and the Staff Development Coordinator continually ensure that the recognition system is consistent with the national standards prepared by CLENE. Rationale: CLENE has taken the initiative in the development of national standards. In order for those involved in providing library information media service in Indiana to benefit from participation in a national system, Indiana's recognition system should consider that which has already been developed by CLENE.	Facility/Equipment/Supplies: Use of Indiana State Library's existing facilities, equipment and supplies. Human: Ongoing. Financial: From Indiana State Library's existing budget.

OBJECTIVES

and between different types of libraries

- * Provide employees with a commonly understood record of continuing education activities.
- * Facilitate the review of the records of individuals whose continuing education activities are undertaken in more than one state and in more than one institution or association.
- * Facilitate the recognition of employees who are attempting to remain [abreast of current developments].
- * Provide a basis for the collection of data about continuing education as an individual process of life-long learning.
- * Promote the acceptance of continuing education as an individual process of life-long learning.
- * Provide a way to record participation by the individual.
- * Assist in meeting identified needs in continuing education of library information media personnel.[24]

RECOMMENDED ACTIONS

ALTERNATIVE ACTION

The CLIME Advisory Committee strongly feels that no alternative action should be considered in view of the need for coordination with the national standards.

RESOURCE REQUIREMENTS

RESPONSIBILITIES

Staff Development Committee
Staff Development Coordinator

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[24] Ibid., vol. 1, chap. 6, pp. 67-68.

RECOGNITION CRITERIA FOR SUCCESS

FIRST YEAR

A. The Staff Development Committee reviews, A Program for Quality in Continuing Education for Information, Library, and Media Personnel: Policy Statement, Criteria for Quality and Provider Approval System and adopts state guidelines for quality continuing library information media education.

B. The Staff Development Coordinator coordinates the distribution of the approved guidelines.

C. The Indiana State Library establishes a procedure to record CEUs for individuals participating in continuing library information media education programs.

D. The Staff Development Committee and the Staff Development Coordinator ensure that the recognition system is consistent with the national standards prepared by CLENE.

SECOND YEAR

A. The Staff Development Committee reviews and revises, if necessary, Indiana's policy statement on quality continuing library information media education and Indiana's guidelines for quality continuing library information media education.

B. The Indiana State Library continues to record CEUs for individuals participating in continuing library information media programs.

THIRD YEAR

A. Same as A for second year.

B. Same as B for second year.

C. The Staff Development Committee develops and implements a system to monitor and approve continuing library information media education opportunities in advance of the activity itself.

FOURTH YEAR

A. Same as A for second year.

B. Same as B for second year.

C. The Staff Development Committee continues to monitor and approve continuing library information media education opportunities in advance.

D. The Staff Development Committee develops and implements a system for granting recognition to programs and continuing education endeavors that were not approved in advance but are worthy of recognition.

E. The Staff Development Committee develops and implements a program whereby individuals who earn a minimum number of contact hours within a given period of time are formally recognized.

FIFTH YEAR

A. Same as A for second year.

B. Same as B for second year.

C. Same as C for third year.

D. The Staff Development Committee continues to grant recognition to programs and continuing education endeavors that were not approved in advance but are worthy of recognition.

E. The Staff Development Committee continues to formally recognize individuals who earn a minimum number of contact hours within a given period of time.

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EVALUATION

GOAL: TO IMPROVE THE EFFECTIVENESS OF CONTINUING LIBRARY INFORMATION MEDIA EDUCATION THROUGH THE EVALUATION OF ACTIVITIES AND BY EVALUATING THE CLIME PLAN.

OVERVIEW

Evaluation can be defined as:

> "The process of delineating, obtaining, and producing relevant information for judging decision alternatives and providing information to decision makers for their use to improve ongoing programs."[25]

In the context of continuing education, evaluation methods can be classified into two broad categories:

(1) Evaluation of the continuing education activity itself: Typically, evaluation of this type is often obtained by the use of a questionnaire distributed at the end of an activity with regard to determining whether the objectives of the activity have been achieved, whether the materials used were satisfactory, whether the activity met the participants' expectations, whether the facilities were adequate, whether the teaching/learning leaders were well informed and followed known principles of adult education, and in general whether the participants were satisfied.[26] Other forms of evaluation which have been used include faculty peer evaluations, written homework following the activity, on-site verbal reactions, interviews with selected participants, and advisory committee reactions.

(2) Evaluation of the impact of the continuing education activity: In this type of evaluation an attempt is made to determine the impact of a continuing education activity on institutional change and provision of services. Such evaluation is often complex in that there are many competing and complimentary forces which can act upon an agency, system, or practice.[27] Isolation of variables is difficult. Impact evaluation is, by definition, long-term as institutional change occurs over a period of time. Because of the factors mentioned above, impact evaluation is generally expensive.

The techniques of impact evaluation, moreover, are still in an evolutionary stage. This is true of the field of library science. A thorough literature search of both Library Literature and Educational Resources Information Center (ERIC) databases from 1965 through 1977 and the major professional journals and state-of-the-art reviews through July 1978 did not reveal a single article that dealt with the impact of continuing library information media education on institutional change, much less on the impact of continuing library information media education in the provision of service to patrons.[28]

In Indiana, evaluation of continuing education has generally concentrated on evaluating the continuing education activity itself. While the state-of-the-art with regards to the evaluation of continuing education events is such that all activities should be adequately evaluated, in practice the evaluations vary in the extent, depth, and bias of coverage. Frequently the evaluations do not relate to the principles of adult education. In addition, several of the smaller library information media associations do not evaluate the continuing education events which they sponsor. Some providers are sporadic in conducting evaluations.

Impact evaluation as might be expected has been infrequently attempted. In a survey of Indiana continuing library information media education providers reported earlier in the Plan (see page), only one ALSA reportedly conducted a follow-up activity two or three months after a workshop to determine if the workshop participants were doing their job differently or more effectively as a result of attending the workshop. Even this attempt at impact evaluation, however, was based upon the subjective response of participants and can not be looked upon as concrete evidence concerning the effect of the workshop on the quality of library information media service offered.

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[25] Stone, Model Continuing Education Recognition Systems, vol. 1, Glossary-4.

[26] Peter Hiatt, "The Impact of Continuing Education on Library Change," in The Evaluation of Continuing Education for Professionals: A Systems View, ed. Preston P. LeBreton et al. (Seattle: Division of Academic and Professional Programs, Continuing Education, University of Washington, 1979) p. 358.

[27] Clara Collette Pratt, "Evaluating the Impact of Training on the World of Practice," The Evaluation of Continuing Education for Professionals: A Systems View, ed. Preston P. LeBreton et al. (Seattle: Division of Academic and Professional Programs, Continuing Education, University of Washington, 1979), p. 350-1.

[28] Hiatt, "The Impact of Continuing Education on Library Change", p. 357.

Just as there are two levels of evaluation with regard to continuing library information media education activities, evaluation of the activity itself and evaluation of the impact of the activity, the CLIME Plan can also be evaluated on two levels. One level concerns whether the RECOMMENDED ACTIONS included in the Plan were successfully accomplished. CRITERIA FOR SUCCESS have been listed at the end of each major section to aid in the evaluation of the implementation of the Plan. The second level of evaluation is the impact of the Plan on the state. Ideally this type of evaluation should address whether the implementation of the Plan resulted in a more accurate identification of continuing library information media education needs than was previously available, encouraged the offering of activities to meet those identified needs, increased the quality of offerings, resulted in a more cost-effective use of monies available for continuing library information media education, improved service to library information media patrons, etc. Again it must be emphasized that impact evaluation as it concerns library information media science is still in an evolutionary stage and is a costly and complex procedure.

Rationale: Information is needed by library information media personnel, trustees, advisory groups, legislators, library information media associations, educators, state agency staff and others involved with continuing library information media education to judge the merit of activities and to make policy and program decisions. In the current atmosphere of accountability for such considerations as the social value, cost-effectiveness, and quality of professional services, the assumption that continuing education is inherently good is no longer sufficient to justify the increasingly amount of funds being spent on continuing library information media education. Library information media personnel and practitioners must be able to document the value of continuing library information media education or face the risk of lack of funding and other support.

OBJECTIVES

OBJECTIVE ONE

To continually have continuing library information media education providers evaluate continuing education activities soon after they have taken place.

Rationale: Evaluation of continuing library information media education activities will provide the data to update and improve future activities. This should lead to a higher quality of offerings.

RECOMMENDED ACTIONS

RECOMMENDED ACTION ONE

Any continuing library information media education activities funded with money disbursed through the Indiana State Library or the Department of Public Instruction, Division of Instructional Media, whether the source of funding be the state or federal government, must be evaluated by the provider no later that one month after it has taken place. All continuing library information media activities approved by the Staff Development Committee (See RECOGNITION, OBJECTIVE II, RECOMMENDED ACTION ONE, page 58) must have evaluation components.

Rationale: In addition to aiding the provider in his provision of future successful activities, the information gained from the evaluations would assist the funding agencies in making future decisions regarding the funding of activities. Evaluation is an inherent component to a quality continuing education activity. This requirement emphasizes the importance of evaluating continuing education activities.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
- Use of existing facilities and equipment.
- Necessary supplies drawn from provider's budgets or included in funding request.

Human:
- Indiana State Library — 1-2 days.
- Indiana State Library Advisory Council — 1-2 days.
- Indiana Library and Historical Board — 1 day.
- Department of Public Instruction, Division of Instructional Media — 1-3 days.
- Providers — 1-3 days/activity.

Financial:
- From existing budgets of Department of Public Instruction, Division of Instructional Media, and Indiana State Library.
- From existing budgets of providers or as part of their grants.

RESPONSIBILITIES

Indiana State Library staff
Indiana State Library Advisory Council
Indiana Library and Historical Board
Department of Public Instruction, Division of Instructional Media staff
Continuing library information media education providers funded by Indiana State Library and/or Department of Public Instruction, Division of Instructional Media

RECOMMENDED ACTION TWO

The Staff Development Coordinator and the Department of Public Instruction, Division of Instructional Media liaison solicit or write at least one article annually discussing appropriate evaluation techniques to be published in Indiana library and media publications.

Rationale: Such an article would encourage evaluation of continuing library information media education activities by

Facility/Equipment/Supplies:
- Use of existing facilities and equipment.
- Necessary supplies drawn from provider's budgets or included in funding request.

Human:
- Staff Development Coordinator — 1-2

OBJECTIVES

RECOMMENDED ACTIONS

all continuing library information media education providers regardless of their funding source.

RESOURCE REQUIREMENTS

days.
Department of Public Instruction, Division of Instructional Media liaison — 1-2 days.
Financial:
From existing budgets of Department of Public Instruction, Division of Instructional Media, and Indiana State Library.

RESPONSIBILITIES

Staff Development Coordinator
Department of Public Instruction, Division of Instructional Media liaison

OBJECTIVE TWO

To continually encourage continuing library information media education providers to evaluate the impact of the activities which they have offered after a period of time has elapsed.

Rationale: Impact evaluation will determine whether the activities have provided a positive influence on the participants. The sum total of the impact evaluations will provide information to support the continuation of activities and the future of continuing library information media education.

RECOMMENDED ACTION ONE

During the first two years of the CLIME Plan, the Staff Development Coordinator investigates and becomes acquainted with techniques of impact evaluation as they relate to evaluating the impact of continuing library information media education activities. The Staff Development Coordinator communicates the findings to the Staff Development Committee and to the major continuing library information media education providers.

Rationale: The techniques of impact evaluation are time consuming, are not well known, and are still in an evolutionary stage. Therefore it will be necessary to first collect all pertinent data and to disseminate this to the Staff Development Committee and to continuing library information media education providers.

Facility/Equipment/Supplies:
Use of existing facilities and equipment.
Necessary supplies drawn from Indiana State Library.
Human:
Staff Development Coordinator — 3-4 weeks annually.
Financial:
From Indiana State Library's existing budget.

RESPONSIBILITIES

Staff Development Committee

RECOMMENDED ACTION TWO

During the third year of the CLIME Plan, the Staff Development Committee reviews the current body of knowledge on impact evaluation. Using this information as a background, the Committee decides whether it is realistic to require that all Indiana State Library and Department of Public Instruction, Division of Instructional Media, funded continuing library information media education activities be impact evaluated.

Rationale: Because of the complex nature of impact evaluation, it is currently impossible to determine what requirements concerning impact evaluation are most beneficial to the CLIME Plan.

Facility/Equipment/Supplies:
Use of existing facilities and equipment.
Necessary supplies drawn from Indiana State Library.
Human:
Staff Development Committee members — 2-3 days/member.
Financial:
From Indiana State Library's budget.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
		RESPONSIBILITIES Staff Development Coordinator
OBJECTIVE THREE To annually evaluate whether the CLIME Plan has been successfully implemented. Rationale: The annual evaluation will provide information to determine whether the CLIME Plan is being implemented. This is necessary to determine if any further changes in the Plan are needed.	**RECOMMENDED ACTION ONE** Annually the Staff Development Coordinator and Staff Development Committee determine the percentage of RECOMMENDED ACTIONs, as stated in the CRITERIA FOR SUCCESS section of the Plan, which have been accomplished. At least eighty percent of the CRITERIA FOR SUCCESS must be accomplished before the implementation of the CLIME Plan can be considered successful. Rationale: The CRITERIA FOR SUCCESS have been designed to aid in determining when a RECOMMENDED ACTION has been accomplished. Since the criteria were first limited to include only those items considered to be realistic to achieve, it is important that most be achieved if the Plan is to be considered a successful one.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Staff Development Coordinator — 1-2 weeks. Staff Development Committee members — 2-3 days/member. Financial: From Indiana State Library's existing budget.
		RESPONSIBILITIES Staff Development Coordinator Staff Development Committee
OBJECTIVE FOUR To evaluate the impact of the CLIME Plan after it has been in effect for five years. Rationale: This evaluation should determine if the Plan has fulfilled its expectations and if any changes in the Plan are necessary in the future.	**RECOMMENDED ACTION ONE** Annually the Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison develop, continually review, and if necessary, revise a list of criteria that if successfully achieved will indicate that the Plan has had a positive impact. Rationale: It is necessary to decide early in the implementation of the Plan what criteria need to be met before the Plan can be called a success. Furthermore, it will be necessary to continually revise the criteria as the Staff Development Committee receives more information concerning the impact of the Plan. The Plan is more likely to be successful if the continuing library information media education participants and providers are properly motivated and have a clear idea of what criteria need to be accomplished in order to call the Plan a success.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library and Department of Public Instruction, Division of Instructional Media. Human: Staff Development Coordinator — 4-5 days. Department of Public Instruction, Division of Instructional Media liaison — 2-3 days. Staff Development Committee members — 4-5 days/member. Financial: From existing budgets of Department of Public Instruction, Division of Instructional Media and Indiana State Library.

OBJECTIVES

RECOMMENDED ACTIONS

RESOURCE REQUIREMENTS

RESPONSIBILITIES

Staff Development Coordinator
Staff Development Committee members
Department of Public Instruction, Division of Instructional Media liaison

RECOMMENDED ACTION TWO

During the first three years the Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison develop a means to determine if the list of criteria (See the preceding RECOMMENDED ACTION ONE above) has been successfully achieved.

Rationale: The Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison need to have an objective method for determining if the criteria for success have been met. This method could take a variety of formats such as questionnaire, telephone survey, or pertinent questions to be asked on already required reports.

Facility/Equipment/Supplies:
- Use of existing facilities and equipment.
- Necessary supplies drawn from Indiana State Library and Department of Public Instruction, Division of Instructional Media's budget and/or from special grant sought for this purpose.

Human:
- Staff Development Coordinator — 1½-2 weeks.
- Staff Development Committee members — 3-4 days/member.
- Department of Public Instruction, Division of Instructional Media liaison — 1-1½ weeks.

Financial:
- From existing budgets of Indiana State Library or Department of Public Instruction, Division of Instructional Media, and/or from special grant sought for this purpose.

RESPONSIBILITIES

Staff Development Coordinator
Staff Development Committee members
Department of Public Instruction, Division of Instructional Media liaison

RECOMMENDED ACTION THREE

At the end of the first five years the Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison use the means (See RECOMMENDED ACTION TWO above) they

Facility/Equipment/Supplies:
- Use of existing facilities and equipment.
- Necessary supplies drawn from the

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
	have developed to determine if the list of criteria (See RECOMMENDED ACTION ONE above) has been achieved. The Staff Development Coordinator communicates these findings to the Staff Development Committee, the major providers, and participants. Rationale: In order to be financially accountable the impact of the CLIME Plan must be determined. In addition, positive evaluation of the impact of the Plan should generate support for continuing library information media education. The impact of the CLIME Plan would be discernible after five years.	Indiana State Library and the Department of Public Instruction, Division of Instructional Media. Human: Staff Development Coordinator — 2-4 weeks. Staff Development Committee members — 2-4 days. Department of Public Instruction, Division of Instructional Media liaison — 1-3 weeks. Financial: From existing budgets of Indiana State Library and Department of Public Instruction, Division of Instructional Media. **RESPONSIBILITIES** Staff Development Coordinator Staff Development Committee members Department of Public Instruction, Division of Instructional Media liaison
	RECOMMENDED ACTION FOUR Annually the Staff Development Coordinator, the Staff Development Committee and the Department of Public Instruction, Division of Instructional Media liaison review the results of evaluations of the CLIME Plan (See EVALUATION, OBJECTIVE III and IV) and revise, if necessary, any of the Plan's GOALs, OBJECTIVEs, etc. Rationale: In order for the GOALs, OBJECTIVEs, etc., of the CLIME Plan to address the current needs and priorities for continuing library information media education in Indiana, it is essential that the knowledge gained from evaluations of the Plan be reviewed to ascertain whether changes need to be made. Only in this manner can resources expended on continuing library information media education be used in the most effective way.	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies drawn from Indiana State Library. Human: Staff Development Coordinator — 2-4 weeks. Staff Development Committee members — 4-8 days/member. Department of Public Instruction, Division of Instructional Media liaison — 1-2 weeks. Financial: From existing budgets of Indiana State Library and Department of Public Instruction, Division of Instructional Media.

OBJECTIVES	RECOMMENDED ACTIONS	RESOURCE REQUIREMENTS
		RESPONSIBILITIES Staff Development Coordinator Staff Development Committee members Department of Public Instruction, Division of Instructional Media liaison

EVALUATION CRITERIA FOR SUCCESS

FIRST YEAR

A. The Indiana State Library and the Department of Public Instruction, Division of Instructional Media adopt policies to ensure that any continuing library information media education activities funded with monies disbursed through them or approved by them (See RECOGNITION OBJECTIVE II, RECOMMENDED ACTION ONE) are evaluated by the provider.

B. The Staff Development Coordinator and the Department of Public Instruction, Division of Instructional Media liaison solicit or write one article discussing appropriate evaluation techniques to be published in Indiana library and media publications.

C. The Staff Development Coordinator investigates and becomes acquainted with techniques of impact evaluation and communicates the findings to the Staff Development Committee and to the major continuing library information media education providers.

D. The Staff Development Coordinator and Staff Development Committee determine the percentage of RECOMMENDED ACTIONs which have been accomplished and then determine whether the implementation of the CLIME Plan can be considered successful.

E. The Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison develop, continually review, and, if necessary, revise a list of criteria that, if successfully achieved, will indicate that the Plan has had a positive impact.

F. The Staff Development Coordinator, the Staff Development Committe, and the Department of Public Instruction, Division of Instructional Media liaison develop a means to determine if the list of criteria (see E above) has been successfully achieved.

G. The Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison review the results of evaluations of the CLIME Plan and revise, if necessary, any of the Plan's GOALs, OBJECTIVEs, etc.

SECOND YEAR

A. The Indiana State Library and the Department of Public Instruction, Division of Instructional Media, maintain their policies which ensure that continuing library information media education activities funded with monies disbursed through them or approved by them (See RECOGNITION, OBJECTIVE II, RECOMMENDED ACTION ONE) are evaluated by the provider.

B. Same as B for the first year.

C. Same as C for the first year.

D. Same as D for the first year.

E. Same as E for the first year.

F. Same as F for the first year.

G. Same as G for the first year.

THIRD YEAR

A. Same as A for the second year.

B. Same as B for the first year.

C. The Staff Development Committee reviews the current body of knowledge on impact evaluation and decides whether it is realistic to require that all continuing library information media education activities funded by the Indiana State Library and Department of Public Instruction, Division of Instructional Media, be impact evaluated.

D. Same as D for the first year.

E. Same as E for the first year.

F. Same as F for the first year.

G. Same as G for the first year.

FOURTH YEAR

A. Same as A for the second year.

B. Same as B for the first year.

C. Same as D for the first year.

D. Same as E for the first year.

E. Same as G for the first year.

FIFTH YEAR

A. Same as A for the second year.

B. Same as B for the first year.

C. Same as D for the first year.

D. Same as E for the first year.

E. The Staff Development Coordinator, the Staff Development Committee, and the Department of Public Instruction, Division of Instructional Media liaison use the means (see F under EVALUATION CRITERIA FOR SUCCESS, FIRST YEAR) they have developed to determine if the list of criteria (see E under EVALUATION CRITERIA FOR SUCCESS, FIRST YEAR) has been achieved. The Staff Development Coordinator communicates these findings to the Staff Development Committee, the major providers, and participants.

F. Same as G for the first year.

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APPENDIX A

GLOSSARY

ALSA: See Area Library Services Authority.

Area Library Services Authority (ALSA): A cooperative organization, composed of all types and sizes of libraries within a geographic area, whose purpose is "to encourage the development and improvement of all types of library service and to promote the efficient use of finances, personnel, materials and properties..." (IC 20-13-6-1)

CEU: See Continuing Education Unit.

CLENE: See Continuing Library Education Network and Exchange.

CLIME Advisory Committee: See Continuing Library Information Media Education Advisory Committee.

CLIME Plan: An acronym used to denote The Continuing Library Information Media Education Plan for Indiana.

Contact Hour: A unit of measurement equivalent to 50 minutes of participation in an organized learning experience.

Continuing Education: Planned learning experiences utilized by individuals following their preparatory education necessary for entrance into the field. Learning experiences designated as continuing education are those designed primarily to increase the competence of practitioners performing roles responsibly in the profession in order to provide: 1) quality library information media services to all residents of the nation; and 2) enrichment of library information media careers.

Continuing Education Recognition System: A system established and supported by various occupations to carry out activities such as the following:

1. Recognize the individual who has achieved the voluntary requirements of the program;
2. Implement a system of record keeping for continuing education;
3. Implement criteria or standards for continuing education;
4. Review or assist in the review of continuing education programs/offerings.

Continuing Education Unit (CEU): Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing Education Opportunities: A bimonthly publication of the Indiana State Library covering continuing education activities for library staff members and others interested in library service in Indiana.

Continuing Library Education Network and Exchange (CLENE): A national membership organization with a mission (1) to provide equal access to continuing education opportunities to ensure library and information science personnel and organizations the competency to deliver quality library and information service to all, and (2) to create an awareness and sense of need for continuing education of library personnel on the part of employers and individuals as a means of responding to societal and technological change.

Continuing Library Information Media Education (CLIME) Advisory Committee: A temporary committee established to advise the State Librarian and the Director of the Division of Instructional Media, Department of Public Instruction on the development of a statewide coordinated plan for continuing education of library information media personnel. This committee shall remain active until the Indiana Library and Historical Board accepts the CLIME Plan.

Correspondence Course: A formal, independent study program consisting of readings and exercises submitted to a knowledgeable instructor for evaluation. The course usually covers several lessons to be completed in a specified period. (See also Home Study).

Department of Public Instruction, Division of Instructional Media Liaison: A designated person from the Department of Public Instruction, Division of Instructional Media, who is assigned to work with continuing library information media education.

Home Study: Enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order to study by a learner on his/her own. When each lesson is completed the learner mails the assigned work to the school for correction, grading, comment and subject matter guidance by qualified faculty members. Corrected assignments are returned to the learner. This two-way communication provides the personalized learner-facilitator relationship.

Impact Evaluation: Measurement of the influence of continuing library information media education activities upon the participants in the program as demonstrated by their service to patrons. Information gathered will provide the data to update and improve future activities.

INCOLSA: See Indiana Cooperative Library Services Authority.

Indiana Cooperative Library Services Authority (INCOLSA): A statewide cooperative composed of all types and sizes of libraries established and organized under the Library Services Authority Act (IC 20-13-6). Through a contract with OCLC, Inc., it provides a statewide shared computer-based cataloging system. Its goals are to improve services to the users of Indiana libraries, to reduce the rising costs of library operations; to make more effective use of Indiana's library personnel, and to ensure an effective integration of Indiana's libraries into a national library network.

Indiana Governor's Conference on Libraries and Information Services: A preparatory conference to the White House Conference on Libraries and Information Services called by Governor Otis R. Bowen to identify the needs and concerns at the grass roots level of all libraries in Indiana (August, 1978).

Indiana Long Range Plan for Library Services: A five year plan of the Indiana State Library for library development in the state of Indiana which is required by the Library Services and Construction Act.

Indiana State Library Advisory Council (ISLAC): A council made up of 29 representatives and users of all types of libraries whose charge is to advise the Indiana State Library on the development of the State plan for library development, to advise the Indiana State Library on policy matters arising in the administration of the State plan, and to assist the Indiana State Library in evaluating library programs, services, and activities under the State plan. The council is mandated by the Library Services and Construction Act.

Independent Study: Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may include such formal requirements as written reports, examinations, and on-campus conferences with faculty members.

A second type of independent study is that relating to the study which a person may do on his/her own and for which he/she may seek credit from the institution by examination, such as the College Level Examination Program (CLEP).

Individualized Learning: A method of learning which leads the learner to control the rate of his/her progress in learning. In this category are programs in which the communication medium is correspondence (mail), the computer, programmed text, or teaching machine, and/or independent learning on campus.

In-service Education: Planned instructional or training programs provided by an employing agency in the work setting designed to increase competence in a specific role. In-service education is one aspect of staff development.

ISLAC: See Indiana State Library Advisory Council.

Library Services and Construction Act (LSCA): Federal legislation (Public Law 91-600) dating from 1956 under which funding is provided through state library agencies for library development with emphasis on public libraries, interlibrary cooperation, and services to special groups such as the elderly, disadvantaged, etc.

LSCA: See Library Services and Construction Act.

Needs Assessment: The application of methodologies to determine need for specific training opportunities. Wants and requirements of individuals, libraries and other institutions, and the community are taken into account.

Nontraditional Learning Activity: Experiences which are different from the typical classroom lecture or seminar type of instruction, e.g., videotape programs, correspondence courses, programmed learning packages, telecommunication, and other innovative practices.

Seminar: A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Staff Development: Staff development is intended to strengthen the capability of an organization to perform its mission more effectively and more efficiently by encouraging and providing for the growth of its human resources. Staff development affirms the ability of the individual and the organization to grow and for each to contribute to the growth of the other. Staff development makes the most of the present potential and prepares the individual and the organization for the future. Orientation and in-service are subsets under staff development.

Staff Development Committee: A nine person subcommittee of ISLAC succeeding the CLIME Advisory Committee which has been assigned the responsibility of overseeing the implementation of the CLIME Plan.

Workshop: Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

NOTE: The majority of definitions were taken from Stone, Model Continuing Education Recognition System, vol. 1, Glossary — 1-13.

APPENDIX B

STATE of INDIANA

1816

INDIANAPOLIS, 46204

INDIANA STATE LIBRARY

140 North Senate Avenue
(317) 232-3675

CATALOG DIVISION
EXTENSION DIVISION
GENEALOGY DIVISION
INDIANA DIVISION
REFERENCE AND LOAN DIVISION
DIVISION FOR THE BLIND AND PHYSICALLY HANDICAPPED

December 12, 1978

Dear

To "Encourage the development of the library profession and of library service in Indiana" (IC 4-23-7-6) is a responsibility mandated by law to the Indiana State Library. In view of this responsibility, the State Library would like to establish an advisory committee to the State Librarian and to the Department of Public Instruction on continuing education for library personnel. As now perceived, one of the primary goals of this working committee would be to develop a statewide coordinated plan for continuing education of library personnel in Indiana.

The decision to establish an advisory committee resulted from discussion of a workplan developed by representatives of the Indiana State Library, the Indiana Library Association-Indiana Library Trustee Association, and the Department of Public Instruction. Respectively, the representatives were Sabra Stockey, Library Consultant; Bob Bonner, Director of Libraries, I.U.P.U.I.; and Jacie Morris, Educational Consultant. Preparatory to the development of the workplan the representatives attended a Continuing Library Education Network and Exchange (CLENE)/ U.S. Office of Education Workshop, as part of a year-long Institute entitled "Statewide Systems of Continuing Education: New Directions". The purpose of the Institute is to train state library agency personnel in cooperation with library educators and association leaders to strengthen statewide systems of Continuing Education (CE).

The State Library requests that you nominate a member of your staff or organization to serve with other providing CE opportunities on a Continuing Education Advisory Committee. Groups from whom nominations are being requested are: (1) Association for Indiana Media Educators, (2) Department of Library Science, Ball State University, (3) Indiana Cooperative Library Services Authority, (4) Indiana Library Association-Indiana Library Trustee Association, (5) Department of Library Science, Indiana State University, (6) Division of Educational Media, Indiana State University, (7) Graduate Library School, Indiana University, (8) Division of Instructional Systems Technology, Indiana University, (9) Educational Media, Purdue University, and (10) Special Libraries Association. In addition, two appointments, one representing the Area Library Services Authorities and the second representing staff development programs, will be made by the State Librarian. The Advisory Committee shall also have the option of recommending that other nominations or appointments be made if they feel it will increase the overall effectiveness of the Committee.

We would appreciate receiving the name of your nominee by January 26th. Background information will be mailed to the members of the Continuing Education Advisory Committee prior to their first meeting on February 15, 1979. Please send the nomination to my attention.

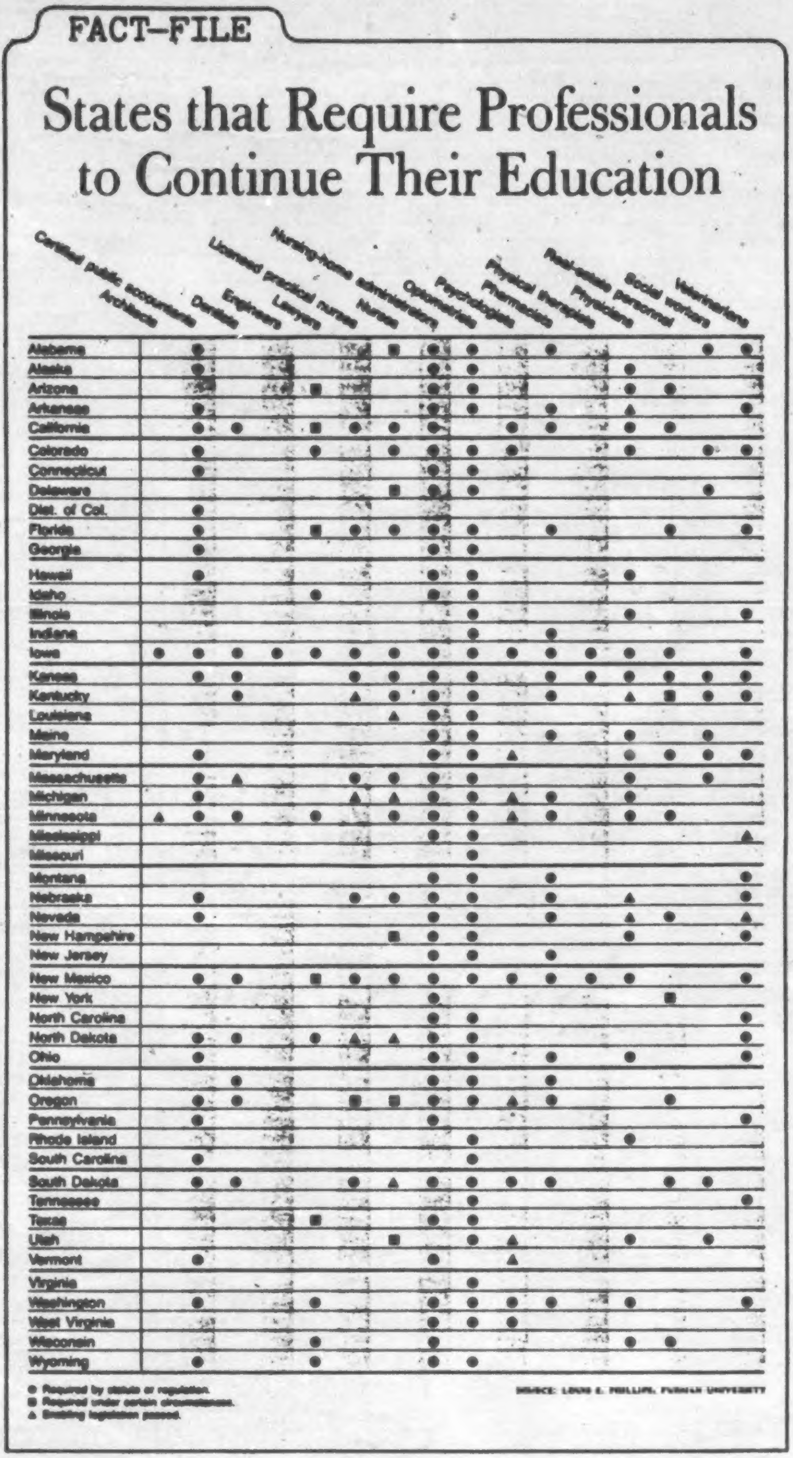
Thank you for your assistance.

Sincerely,

Charles Ray Ewick, Director
Indiana State Library

CRE:mjr

APPENDIX C



FACT–FILE

States that Require Professionals to Continue Their Education

	Architects	Certified public accountants	Dentists	Engineers	Lawyers	Licensed practical nurses	Nurses	Nursing-home administrators	Optometrists	Psychologists	Pharmacists	Physical therapists	Physicians	Real-estate personnel	Social workers	Veterinarians
Alabama		●					■	●	●		●				●	●
Alaska		●						●	●				●			
Arizona					■			●	●				●	●		
Arkansas		●						●	●		●		▲			●
California		●	●		■	●	●	●		●	●		●	●		
Colorado		●			●		●	●	●	●			●		●	●
Connecticut		●						●	●							
Delaware							■	●	●						●	
Dist. of Col.		●														
Florida		●			■	●	●	●	●		●			●		●
Georgia		●						●	●							
Hawaii		●						●	●				●			
Idaho					●			●	●							
Illinois									●				●			●
Indiana									●		●					
Iowa	●	●	●	●	●	●	●	●	●	●	●	●	●	●		●
Kansas		●	●			●	●	●	●		●	●	●	●	●	●
Kentucky			●			▲	●	●	●		●		▲	■	●	●
Louisiana							▲	●	●							
Maine								●	●		●		●		●	
Maryland		●						●	●	▲			●	●	●	●
Massachusetts		●	▲			●	●	●	●				●		●	
Michigan		●				▲	▲	●	●	▲	●		●			
Minnesota	▲	●	●		●		●	●	●	▲	●		●	●		
Mississippi								●	●							▲
Missouri									●							
Montana								●	●		●					●
Nebraska		●				●	●	●	●		●		▲			●
Nevada		●						●	●		●		▲	●		▲
New Hampshire							■	●	●				●			●
New Jersey								●	●		●					
New Mexico		●	●		■	●	●	●	●	●	●	●	●			●
New York								●						■		
North Carolina								●	●							●
North Dakota		●	●		●	▲	▲	●	●							●
Ohio		●						●	●		●		●			●
Oklahoma			●					●	●		●					
Oregon		●	●			■	■	●	●	▲	●			●		
Pennsylvania		●						●								●
Rhode Island									●				●			
South Carolina		●							●							
South Dakota		●	●			●	▲	●	●	●	●			●	●	
Tennessee									●							●
Texas					■			●	●							
Utah							■		●	▲			●		●	
Vermont		●						●		▲						
Virginia									●							
Washington		●			●			●	●	●	●		●			●
West Virginia								●	●	●						
Wisconsin					●			●					●	●		
Wyoming		●			●			●	●							

● Required by statute or regulation.
■ Required under certain circumstances.
▲ Enabling legislation passed.

SOURCE: LOUIS E. PHILLIPS, FURMAN UNIVERSITY

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* Taken from Watkins, Beverly T., "Continuing Education for Professionals," The Chronicle of Higher Education, 4 September 1979, p. 9.

APPENDIX D

DISSEMINATION OF THE CLIME PLAN

OBJECTIVES

OBJECTIVE ONE

To disseminate the CLIME Plan within the first year to the library information media community and to provide an opportunity for interpretation and feedback.

Rationale: Although the CLIME Plan will receive some distribution as part of the Indiana Long Range Plan for Library Services, it will not be sufficient to fully explain and interpret all aspects of the CLIME Plan nor will it provide adequate opportunity for the library information media community to respond to the Plan. The concept of planning for continuing education is relatively new and will require more time for the library information media community to assimilate. The CLIME Plan represents a major effort in a new area that deserves further examination.

A plan is a beginning, but it needs support from the community it effects. Frequently a new activity may be viewed with suspicion by those whose lives and endeavors are to be changed by it. We need to involve all who will be affected by the CLIME Plan in the formulation of the final version of this plan. The success of the CLIME Plan ultimately depends upon the level of participation. Members of the library information media community cannot participate if they are unaware of the CLIME Plan itself.

RECOMMENDED ACTIONS

RECOMMENDED ACTION ONE

In the fall of 1980 the Indiana State Library distributes copies of the CLIME Plan or a summary of it to professional association leaders (local, state, and regional) and their publication editors, ISLAC members, regional and state network staff, each public library, each public school corporation, each state institution, each academic library, each library information media school, each ALSA special library member, each ALSA private school corporation member, other state library agencies, and representatives of CLENE.

Rationale: In designating which individuals or institutions are to receive copies or summaries of the Plan, it is assumed that administrators of all types of libraries and information/media centers are in the position to be local leaders. Due to financial constraints, it is impossible to provide a copy of the Plan to all those involved with library information media service in Indiana. For this reason it is important that the Plan be distributed to those who are perceived as having a leadership role. These individuals may not only be in a position to share their knowledge with others but may have had opportunities to gain awareness of others' needs.

RECOMMENDED ACTION TWO

Within two months after the Plan is distributed the Indiana State Library with the aid of the CLIME Advisory Committee presents a series of area meetings to introduce and discuss the CLIME Plan.

Rationale: It is important that the library information media community be given an opportunity to interact directly with the creators of the Plan. Only in this way can misinformation be prevented.

RESOURCE REQUIREMENTS

Facility/Equipment/Supplies:
- Necessary equipment and supplies drawn from the Indiana State Library.

Human:
- Indiana State Library staff — 4-5 weeks.
- Department of Public Instruction, Division of Instructional Media staff — 1-2 weeks.

Financial:
- From existing budgets of Indiana State Library and Department of Public Instruction, Division of Instructional Media.

RESPONSIBILITIES

Indiana State Library staff

Facility/Equipment/Supplies:
- Facilities and equipment to be provided free of charge by the local area.
- Nesessary supplies drawn from Indiana State Library.

Human:
- Indiana State Library staff member — 7 days.
- Two CLIME Advisory Committee members — 7 days each.

OBJECTIVES	RECOMMENDED ACTION	RESOURCE REQUIREMENTS
		Financial: 50 miles (generous estimate of average number of miles each person would need to travel) x 2 (round trip) x $.20 x 3 (persons) x 7 (number of area meetings) = $420.00 to come from existing budget of Indiana State Library **RESPONSIBILITIES** Indiana State Library staff CLIME Advisory Committee members
	RECOMMENDED ACTION THREE Indiana State Library staff publicize in journals and newsletters the availability of copies and summaries of the CLIME Plan. Rationale: Some individuals who are very interested in the topic of continuing library information media education will be missed by the general distribution. This would help to ensure that everyone involved with library information media service in Indiana has an opportunity to be informed.	Facility/Equipment/Supplies: Necessary supplies drawn from the Indiana State Library. Human: Indiana State Library staff — 1-2 days. Journal and newsletter editors — 1-2 days each. Financial: From Indiana State Library's existing budget. **RESPONSIBILITIES** Indiana State Library staff Journal and newsletter editors
	RECOMMENDED ACTION FOUR Within the first year the Indiana State Library sponsors a workshop for major continuing library information media education providers to introduce, to generate support and enthusiasm, and to increase understanding of the CLIME Plan and specific aspects of it. Rationale: For the CLIME Plan to be a success it is essential that the major providers who have a major responsibility in the implementation of the Plan understand the concept and	Facility/Equipment/Supplies: Use of existing facilities and equipment. Necessary supplies to come from Indiana State Library or outside funding source. Human: Indiana State Library staff — 8-12 days Workshop leaders — 3-7 days.

OBJECTIVES	RECOMMENDED ACTION	RESOURCE REQUIREMENTS
	importance of continuing library information media education and particularly, the various elements of the CLIME Plan.	Financial: From Indiana State Library budget or as part of a grant. **RESPONSIBILITIES** Indiana State Library staff Major continuing library information media education providers
	RECOMMENDED ACTION FIVE Within six months the Staff Development Coordinator collects all of the feedback generated by the CLIME Plan and determines with the members of the CLIME Advisory Committee and the members of the newly formed Staff Development Committee whether immediate revisions are needed in the Plan. Rationale: To be responsive to the needs of the library information media community, there must be an opportunity to use the feedback generated by dissemination of the CLIME Plan. Both the CLIME Advisory Committee and the Staff Development Committee have been charged with overseeing the development, implementation, and revision of the CLIME Plan.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Staff Development Coordinator — 1-3 days. CLIME Advisory Committee members — 1-2 days. Staff Development Committee members — 1-2 days. Financial: From Indiana State Library's budget **RESPONSIBILITIES** Staff Development Coordinator CLIME Advisory Committee Staff Development Committee
	RECOMMENDED ACTION SIX The Indiana State Library produces a totally new version of the Plan in five years and the updated versions in intervening years are published in an Indiana State Library publication. At the time of revision the method for distribution is reviewed and revised by the Staff Development Coordinator. Rationale: The CLIME Plan has been drafted with current continuing library information media education needs and with the current state-of-the-art in mind. It is unrealistic to assume that changes will not occur which will necessitate revisions in the Plan.	Facility/Equipment/Supplies: Use of existing facilities, equipment, and supplies. Human: Indiana State Library staff — 2-3 weeks per intervening year; 4-5 weeks per major revision. Financial: From Indiana State Library's budget **RESPONSIBLITIES** Indiana State Library staff

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